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ABSTRACT

Since the first National Survey on Freshman Seminar Programs was conducted in fall 1988, the National Resource Center for The First-Year Experience and Students in Transition has continued to investigate, triennially, the extent to which first-year seminars are offered on college campuses across the United States. Data in this publication provide information on the number and variety of seminars; the administrative, structural, and instructional characteristics of seminars; and the goals and topics addressed by seminar content. Responses were received from 1,013 colleges and universities (overall response rate, 39.9%). Of these institutions, 749 offer some kind of freshman seminar. The monograph contains these chapters: (1) "Introduction" (Carrie W. Linder); (2) "A Historical and Theoretical Framework for the First-Year Seminar" (James S. Gahagan); (3) "Survey Results and Analyses" (Tracy L. Skipper); (4) "Program Examples" (Jessica L. Mercer); and (5) "Reflections and Recommendations" (Tracy L. Skipper). One appendix contains the survey instrument, and the other lists colleges and universities reporting first-year seminars. (Contains 88 tables.) (SLD)

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The First-Year Experience
Monograph Series No 35

The 2000 National Survey of First-Year Seminar Programs:
Continuing Innovations in the Collegiate Curriculum

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THE FIRST-YEAR EXPERIENCE
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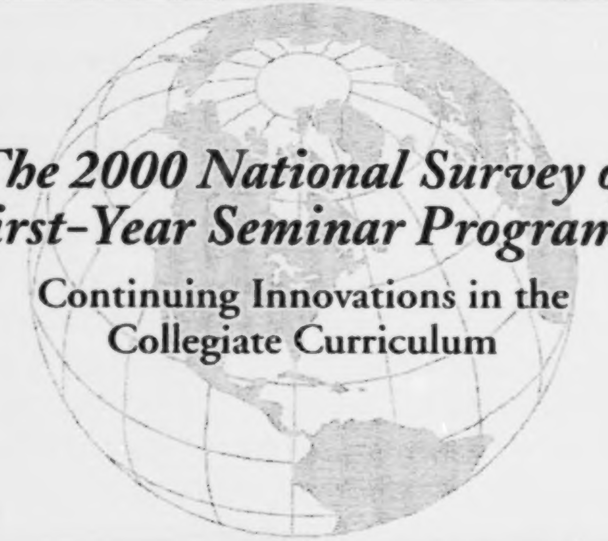

The 2000 National Survey of First-Year Seminar Programs:

Continuing Innovations in the Collegiate Curriculum

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Survey

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Chapter 1

Introduction

Carrie W. Linder

Since the first National Survey on Freshman Seminar Programs was conducted in the fall of 1988, the National Resource Center for The First-Year Experience and Students in Transition has continued to investigate, triennially, the extent to which first-year seminars are offered on college and university campuses across the United States. Data presented in this monograph are the result of the 2000 National Survey of First-Year Seminar Programming. It is the fifth in our series of national surveys (previous surveys were conducted in 1988, 1991, 1994, and 1997) and provides information on the number and variety of seminars; the administrative, structural, and instructional characteristics of seminars; and the goals and topics addressed by seminar content. Additionally, it builds upon previous survey findings to provide an accurate, longitudinal picture of the number and characteristics of these courses nationwide.

Although many variations exist among first-year seminars, all seminars are designed to help students in their transition to college. Emphasis may be placed on improving academic competencies, developing social skills, clarifying personal values and beliefs, or any other topic deemed appropriate by seminar administrators and individual instructors. In most cases, a strong emphasis is also placed on creating an open and honest community within the seminar classroom. The most common seminar types are:

1. *Extended orientation seminars*. Sometimes called freshman orientation, college survival, or student success courses, these courses may be taught by faculty, administrators, student affairs professionals, graduate students, and undergraduate students. Specific content varies but is likely to include an introduction to campus resources, time management, study skills, career planning, cultural diversity, and student development issues.

2. *Academic seminars with generally uniform academic content across sections*. These courses may be elective or required, inter- or extra-disciplinary in focus, and will sometimes be a part of a required general education core. These courses often focus on "higher order" academic skills such as expository writing, critical thinking, analysis, and argument.

3. *Academic seminars on various topics*. In this type of seminar, each section will consider a different topic chosen by the faculty member who is the seminar instructor. These courses may evolve from a specific discipline or societal issue. Students generally select or rank their seminar preferences.

4. *Professional or discipline-linked seminars*. These seminars may be offered in any academic department, professional school, or pre-professional program and are designed to prepare students for the demands of the major and the profession.

5. *Basic study skills seminars.* These seminars provide some degree of remediation for students who are academically underprepared and focus on the most basic study skills such as reading, note-taking, and basic writing.

It is important to note that these five categories are seldom mutually exclusive. Many respondents indicated that their institution's seminar is a mixture of two or more of the types defined above. Additionally, respondents reported on "other" seminars – those that could not be placed into any of the most common five categories.

Study Method

In April 2000, the National Resource Center mailed surveys to all regionally accredited colleges and universities in the United States with 150 or more students ($N = 2{,}539$). The survey instrument was mailed to provosts / vice presidents for academic affairs. In September 2000, a second survey was sent to non-responding institutions in order to increase the response rate and gain a more accurate understanding of current first-year seminar practices across the country. Survey responses were received from 1,013 colleges and universities for an overall response rate of 39.9%. Of the 1,013 responding institutions, 749 (73.9%) reported that they offer some type of first-year seminar.

Data were compared (a) across all institutions regardless of type, (b) by type and affiliation of institutions, (c) by institution selectivity, (d) by undergraduate enrollment, and (e) by seminar type. Type of institution refers to whether the college / university is a two-year or four-year institution. Affiliation of institution differentiates between public and private institutions. Institution selectivity refers to a college or university's entrance difficulty level and is indicated as "high," "moderate," or "low."

Reading the Monograph

If you have chosen to read this monograph, you most likely have some familiarity with first-year seminars. Perhaps you are intimately involved in administering or teaching a seminar on your campus, or maybe you have only recently heard of this unique curricular structure. Your knowledge may be extensive or limited. Regardless, this monograph will do much to expand your idea of what is or might be considered a first-year seminar, with respect to course structure and content, by providing a review of both quantitative and qualitative findings.

Chapter 2 offers a brief history of the first-year seminar and its theoretical underpinnings.

Chapter 3 presents survey findings with respect to a number of variables including course goals, content, structure, administration, instruction, longevity, and campus support. Significant findings are presented throughout the chapter in tabular form.

Qualitative information about selected first-year seminar programs is presented in Chapter 4, and a discussion of longitudinal findings, concluding observation, and recommendations are offered in Chapter 5.

Appendices include the survey instrument and a list of responding institutions offering first-year seminars.

". . . this monograph will do much to expand your idea of what is or might be considered a first-year seminar, with respect to course structure and content, by providing a review of both quantitative and qualitative findings."

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Chapter 2

A Historical and Theoretical Framework for the First-Year Seminar

James S. Gahagan

A Brief History

Historically the term "first-year" or "freshman" seminar was used to describe two types of courses. The first is an extended orientation course that seeks to help students make a successful transition to the college environment. The second is a more traditional class in which faculty and students work together to address a specific academic topic of common interest. Today the term "first-year seminar" includes extended orientation seminars; academic, professional, or discipline-based seminars; and basic study skills seminars. These seminars have been designed to meet various needs of first-year students, enhance learning, and promote academic success.

The concept of an extended orientation seminar grew out of the counseling movement in higher education. In the late 1800s educators recognized the need to orient first-year students to their new environment. Boston University in 1888 initiated a freshman orientation course designed to meet the needs unique to first-year students (Gordon, 1989). Other schools quickly followed and offered courses that addressed topics such as the purpose of college, student honesty, reflective thinking, and study skills. As a result of the 1913 decision in *Gott v. Berea,* which articulated the concept of *in loco parentis,* eduators gained the specific responsibility for the care and welfare of their students. Caring for students included helping them with their transition to college. Through the early 1900s first-year seminars grew rapidly; by 1930 an estimated one third of colleges and universities were offering such courses (Gordon, 1984).

By the mid 1960s times had changed, and many colleges had adopted a "sink or swim" mentality toward their first-year students. Students were older and more diverse, and institutions believed the transition to college was best facilitated by the peer culture surrounding first-year students (Gordon, 1984). These changes in the student demographic, along with the "hands-off" attitude of faculty, student affairs professionals, and other administrators, led to the decline of first-year seminars until they were nearly obsolete. However, in the 1970s, three factors converged to bring about a renewed interest in the first college year. First, educators realized the inability of the peer culture to provide a meaningful orientation to the campus environment. Campuses also began to see an influx of first-generation college students who were largely unprepared for higher education. Finally, changes in college curricula and campus regulations meant that students faced an increasingly complex constellation of choices (Dwyer, 1989). The sink or swim attitude was no longer ethically or economically viable in the higher education environment of the 1970s.

During the 1980s and 90s, "a grass-roots movement to improve the first college year" emerged (Upcraft & Gardner, 1989, p. XIV). The rebirth of the first-year seminar happened during a time of great change in higher education. Universities faced many fiscal and academic pressures. A greater emphasis was, and continues to be, placed on tracking performance and keeping schools accountable to the stakeholders. In the 1990s educators renewed the emphasis on student learning and on assessment and innovation. Today colleges and universities offer first-year seminars for a variety of fiscal, social, and academic reasons such as increasing retention rates and helping students who are academically underprepared.

One of the persistent challenges over the last decade—and one that educators will face during the first couple of decades of the new century—is the rapidly changing face of the American college student. The changing demographic also provides great opportunities for educators. Strauss, co-author of *Millenials Rising*, characterized today's students as "conventional, confident, special, sheltered, pressured, achieving, and team-oriented" (Lowery, 2001, p. 7). They are more diverse and face very different issues than their counterparts three decades ago. However, the structure of the first-year seminar is flexible enough to meet the needs of the changing student demographic by keeping class size small (25 students or less). The smaller classes encourage faculty-to-student and student-to-student interaction. In spite of the changing student population, the focus remains the same: to help students transition to the college environment and encourage them to be successful and involved members of their community.

The overall percentage of American colleges and universities that offer first-year seminars (approximately 74%) has remained fairly constant since 1988 (Barefoot & Fidler, 1992, 1996; Fidler & Fidler, 1991; National Resource Center for The First-Year Experience and Students in Transition, 1997). Although this percentage is high, many first-year seminars still fight for institutional support. As Barefoot (2000) suggests, "A pervasive and central problem is that many of the programs and activities that constitute the 'first-year experience' are in a continuous battle for status within the academy" (p. 17). These programs rarely become a part of the university's core mission and values and therefore can be easily marginalized. Also, first-year seminars are generally held to higher expectations with respect to outcomes than any other course in the college curriculum. Barefoot and Fidler (1996) found that "the absence of such outcomes (or lack of research to demonstrate outcomes) like improving student retention, and academic success may spell

"One of the persistent challenges over the last decade—and one that educators will face during the first couple of decades of the new century—is the rapidly changing face of the American college student."

the demise of the course, even though other valuable outcomes may be realized" (p.6). However, in spite of these inherent difficulties, first-year seminars continue to flourish on college campuses around the world.

Linking Scholarship to Practice in the First-Year Seminar

The growth of research on the undergraduate experience has given educators a solid foundation from which to build and assess first-year initiatives, and the "inherent flexibility" of the first-year seminar makes it a "useful structure within which to convert the special body of research on student success and retention into meaningful practice" (Barefoot & Fidler, 1996, p. 6). According to the 2000 National Survey of First-Year Seminar Programming, the majority of first-year seminars have one or more of the following research-based goals:

- Enhancing academic skills
- Helping students transition to college and provide an orientation to campus resources
- Helping students improve their self-concept

Enhancing Academic Skills

Academic growth and intellectual development is foundational in college, however, defining these terms can be difficult. Chickering and Reisser in *Education and Identity* (1993), defined intellectual competence as that which involves using the mind's skills to comprehend, reflect, analyze, synthesize, and interpret. It entails mastering content, acquiring aesthetic appreciation and cultural interests, and, perhaps most important, developing the ability to reason, solve problems, weigh evidence, think originally, and engage in active learning (p. 53-54).

Developing this type of intellectual competence is central to students' success. Therefore many colleges and universities use their first-year seminars to address academic skills. The structure of the first-year seminar also helps students feel more confident in their ability to handle the transition to college. Chickering and Reisser found that "students' overall sense of competence increases as they learn to trust their abilities, receive accurate feedback from others, and integrate their skills into a stable self-assurance" (p. 46).

Helping Students Make the Transition to College and Orienting Students to Campus Resources

Beginning college is difficult for many students, however students' involvement in the social and academic life of the college can help ease their transition. In fact, those who show a high degree of involvement during their first year are more likely to succeed than less involved students. Astin's research linking involvement and student success/retention is well known. He (1984) defines involvement as the amount of physical and psychological energy that the student devotes to the academic experience. Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students (p. 297).

Students who are involved not only succeed but also enjoy their college experience more than other students. Light validates Astin's work in his book *Making the Most of College* (2001), finding,

> There is no significant relationship between level of involvement and grades. Yet there is a clear relationship between participation and satisfaction with college. Students involved in some outside-of-classroom activities are far happier with their college experience than those who are not. (p. 30)

First-year seminars not only promote involvement through curricular and non-curricular activities but also link students with key campus resources. Students learn about important services and resources such as academic enrichment centers, community service opportunities, sexual assault and violence prevention, and health and wellness programs. Informed students are likely to make better decisions and know where to go for help. Knowledge of campus resources, thus, promotes a successful transition to the college or university.

Improving Students' Self-Concept

College is a time when many students reinvent themselves; they begin to view the world differently from the way their parents and friends do, developing their own understanding. This transition can be unsettling. Baxter-Magolda (2002) describes the change in this way:

> Going back on the potter's wheel, using your own hands to reshape values and beliefs, requires a substantive transformation—the shift from reliance on external authorities as the guiding force of knowledge and self-definition to an internal sense of self as the guiding force that grounds the construction of knowledge, self, and relationships. (p. 4)

She goes on to describe this transformation as a "crossroads." Helping students facilitate this process is an important function in their development. Because "young adults are expected to function independently in important positions in society and participate in mature relationships with partners and children soon after college," colleges and universities cannot neglect this responsibility. (Baxter-Magolda, 2002, p. 4)

First-year seminar courses provide an excellent vehicle for faculty and staff to walk with students through this journey. Small class sizes and student-faculty ratios provide a safe place for first-year students to begin to shape their beliefs.

"First-year seminars not only promote involvement through curricular and non-curricular activities but also link students with key campus resources."

Conclusion

First-year seminars have undergone significant change since their creation, and yet they still fight for viability on many campuses. Educators must be willing to make strengthening the first-year experience a core value of the institution if long-lasting change is to take place. As Barefoot (2000) suggests, institutions must create:

> their own definition of "freshmen success." Although many learning objectives cannot be measured completely in the short run, incremental progress, or lack of progress, toward the accomplishment of objectives will provide essential information for institutions as they build a first year that is a strong foundation for the undergraduate experience. (p. 18)

First-year seminars will continue to be important centers of challenge and support in strengthening the first-year experience.

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Chapter 3

Survey Results and Analyses

Tracy L. Skipper

For the 2000 National Survey, a questionnaire was mailed to all regionally accredited two- and four-year colleges and universities with a minimum student enrollment of 150. Data were collected to identify, compare, and contrast the various forms of first-year seminar programming in American higher education.

Description of Respondents by Key Variables

Of the 2,539 institutions surveyed in Fall 2000, responses were received from 1,013 for a response rate of 39.9%. The key variables in this research are (a) type of institution (two- or four-year) and affiliation (private or public), (b) undergraduate enrollment, (c) institutional selectivity, and (d) type of seminar. Affiliation and status of institution as two-year or four-year were determined by reviewing institutional data listed in the *2000 Higher Education Directory* (Rodenhouse, 2002). Undergraduate enrollment was reported on the survey. Institutional selectivity was determined by referencing the "Entrance Difficulty Index" in *Peterson's Four-Year Colleges* (1999). Institutions with an entrance difficulty of "most difficult" or "very difficult" were classified as highly selective. Moderately selective institutions were those with "moderately difficult" entrance criteria according to *Peterson's*. Institutions with a "minimally difficult" or "non-competitive" entrance difficulty were classified as low selectivity. Because the majority of two-year campuses are open enrollment institutions, two-year institutions were classified as having low selectivity.

Table 1 presents the number and percentage of responding institutions by type of institution and affiliation. Table 2 presents the number and percentage of responding institutions by undergraduate enrollment, and Table 3 includes information on responding institutions by institutional selectivity. Table 4 presents the number and percentage of responding institutions with first-year seminars by seminar type. Of the 1,013 institutions responding to the survey, 749 or 73.9% reported that the campus offered at least one first-year seminar. Respondents were compared to the survey population to determine whether the sample was representative of the overall population in terms of institutional type (two-year/four-year), institutional affiliation (public/private), and institutional selectivity (high, moderate, low). Researchers found survey respondents to be representative of the overall population in terms of institutional affiliation (public/private) only. While the percentage of highly selective respondents was comparable, overall selectivity was not representative due to an over-representation of moderately selective institutions and an under-representation of institutions with low selectivity. Additionally, there was an over-representation of four-year institutions and an under-representation of two-year institutions.

Chi-square analyses were performed to determine if significant differences existed among type of institution and affiliation and by levels of enrollment and selectivity for different types of first-year seminars. Table 5 presents the percentages of first-year seminars by type for two-year and four-year institutions. Two-year institutions are more likely than four-year institutions to offer extended orientation and basic study skills seminars. Four-year institutions offer academic seminars, both common and variable

Table 1

Description of Seminar Respondents by Institutional Type and Affiliation

	Institutions Reporting (*N* = 749)	
Type of Institution	Number	Percentage
Two-year	186	24.8
Four-year	563	75.2

	Institutions Reporting (*N* = 747)	
Institutional Affiliation	Number	Percentage
Private	362	48.5
Public	385	51.5

Table 2

Description of Seminar Respondents by Level of Undergraduate Enrollment (*N* = 741)

	Institutions Reporting	
Level of Enrollment	Number	Percentage
1,000 or fewer	147	19.9
1,001 – 5,000	369	49.8
5,001 – 10,000	107	14.4
Over 10,000	118	15.9

"Of the 1,013 institutions responding to the survey, 749 or 73.9% reported that the campus offered at least one first-year seminar."

Table 3

Description of Seminar Respondents by Level of Selectivity (*N* = 732)

	Institutions Reporting	
Level of Selectivity	Number	Percentage
High	70	9.6
Moderate	387	52.8
Low	275	37.6

Table 4

Description of Seminar Respondents by Seminar Type (*N* = 749)

	Institutions Reporting	
Type of Seminar	Number	Percentage
Extended orientation	465	62.1
Academic (common content)	125	16.7
Academic (variable content)	96	12.8
Basic study skills	27	3.6
Professional	20	2.7
Other*	16	2.1

*Not included in data analyses due to small numbers.

content seminars, more often than two-year institutions. Differences in seminar type were also examined by institutional affiliation; Table 6 presents the percentages for different types of seminars in public and private institutions. Public institutions are more likely to offer extended orientation seminars than are private institutions, while private institutions are more likely to offer academic seminars than are public institutions.

More than half of all institutions, regardless of size, reported

Table 5

Institution Type by Seminar Type (N = 749)

	Type of Institution	
Type of Seminar	Two-year	Four-year
Extended orientation	80.1%	56.1%
Academic (common content)	5.9%	20.3%
Academic (variable content)	1.1%	16.7%
Basic study skills	9.7%	1.6%
Professional	2.2%	2.8%

$p < .01$

Table 6

Institutional Affiliation by Seminar Type (N = 747)

	Institutional Affiliation	
Type of Seminar	Private	Public
Extended orientation	50.8%	72.7%
Academic (common content)	20.4%	13.0%
Academic (variable content)	21.0%	5.2%
Basic study skills	1.9%	5.2%
Professional	2.2%	3.1%

$p < .01$

offering an extended orientation seminar. Table 7 presents percentages of seminars, by type, offered in high-, moderate-, and low-selectivity institutions. Low and moderately selective institutions are more likely to offer extended orientation seminars. Moderately selective institutions are slightly more likely than highly selective institutions to report offering academic seminars with common content, but highly selective institutions are most likely to offer academic seminars featuring variable content across sections.

Description of First-Year Seminars

The survey instrument asked a number of questions about the characteristics of first-year seminar courses with respect to goals, topics, a variety of structural features, instruction, administration, longevity, and overall campus support. In most cases, data on a specific seminar characteristic are presented for all institutions, by type of institution and affiliation, by undergraduate enrollment, by institutional selectivity, and by type of first-year seminar. Chi-square analyses were performed to determine the significance of differences.

"More than half of all institutions, regardless of size, reported offering an extended orientation seminar."

Table 7

Institutional Selectivity by Seminar Type (N = 732)

	Level of Selectivity		
Type of Seminar	High	Moderate	Low
Extended orientation	15.7%	57.6%	78.9%
Academic (common content)	17.1%	22.0%	9.8%
Academic (variable content)	60.0%	12.9%	0.7%
Basic study skills	1.4%	1.6%	7.3%
Professional	1.4%	3.1%	2.6%

$p < .01$

Seminar Goals and Topics

Course Goals – Across All Institutions

Survey respondents were asked to identify the three primary objectives of the first-year seminar on which they reported. These free-responses were coded, and 26 discrete first-year seminar goals were identified. Table 8 presents goals reported by at least 30 institutions in descending order of their frequency.

Table 8

Course Goals Across All Institutions (*N* = 697)

Goal	Frequency
Develop academic skills	506
Ease transition/adjustment to college	334
Provide orientation to campus resources and facilities	153
Improve self-concept, self-assessment, and personal responsibility	130
Develop analytical and critical thinking skills	77
Introduce the liberal arts and/or the disciplines	76
Offer career planning	72
Develop a sense of campus community; address campus issues	70
Develop writing skills	68
Increase level of student/faculty interaction	66
Develop support groups; create friendships	55
Improve communication skills	49
Offer academic advising/planning/decision making; goal setting	47
Increase retention	42
Foster intellectual community/appreciation for learning	38
Offer assistance with life skills/relationships/interpersonal skills	36
Explore the purpose of higher education and institutional mission	30

Note. This list includes only goals reported by at least 30 institutions.

Course Goals – By Type of Institution and Affiliation

Chi-square analyses were performed for all 26 course goals, but results are reported only for the three seminar goals most frequently reported by all institutions. Because of this, the actual top three goals by institutional type or affiliation may not be represented here. What the data demonstrate is that regardless of institutional type or affiliation, these responses follow the same general trend as those reported by all respondents (Table 9).

Course Goals – By Institutional Selectivity

When looking at institutional selectivity, the trend in identifying important goals for the seminar matches the overall response pattern (Table 10).

Course Goals – By Type of Seminar

Table 11 presents the eight most frequently reported goals for the three most common seminar types. In past survey analyses, writing skills have been coded under the category of communication skills. In 2000, a unique category, "develop writing skills," was added during coding. Developing writing skills is the most frequently reported goal for academic seminars with variable content.

Goals for professional seminars and basic study skills seminars were not included because frequency counts were too small to be meaningful. The three most frequently reported goals for professional seminars were easing transition to college, introducing the liberal arts or specific disciplines, and offering career planning. Developing academic skills is by far—and not surprisingly—the most commonly reported course goal for basic study skills seminars. Personal development, transition to college, and orientation to college resources are the next most commonly reported goals for this type of seminar.

"Developing academic skills is by far—and not surprisingly—the most commonly reported course goal for basic study skills seminars."

Table 12 presents the three seminar goals most frequently reported by all respondents by type of seminar. Developing academic skills is much more likely to be a primary course objective for the basic study skills seminar than for any of the other seminar types. Academic seminars and basic study skills seminars are less likely to identify easing the transition to college as an important seminar goal. Academic seminars are less likely than other seminar types to see orientation to campus resources as a primary seminar objective.

Table 9

Top Three Course Goals by Institutional Type and Affiliation

Type of Institution (*n* = 697)	Course Goal Academic Skills	 Transition to College	 Orientation to Campus Resources
Two-year	35.8%	13.1%	10.3%
Four-year	21.3%	17.5%	6.6%
Institutional Affiliation (*n* = 697)			
Private	19.4%	18.0%	4.9%
Public	30.0%	15.0%	9.9%

p < .01

Table 10

Top Three Course Goals by Level of Selectivity (*N* = 682)

Level of Selectivity	Course Goal Academic Skills	 Transition to College	 Orientation to Campus Resources
High	10.3%	9.2%	3.2%
Moderate	21.3%	17.5%	7.0%
Low	33.7%	16.4%	9.7%

p < .01

Table 11

Course Goals by Seminar Type

Seminar Type		
Extended Orientation (*n* = 436)	Academic—Common Content (*n* = 116)	Academic —Variable Content (*n* = 89)
Develop academic skills (344)	Develop academic skills (72)	Develop writing skills (38)
Ease transition/adjustment to college (246)	Develop critical thinking skills (38)	Develop academic skills (34)
Orientation to campus resources and facilities (127)	Ease transition/adjustment to college (37)	Ease transition/adjustment to college (28)
Self-concept, self-assessment, and personal responsibility (98)	Introduce the liberal arts and/or the disciplines (27)	Develop critical thinking skills (24)
Offer career planning (58)	Self-concept, self-assessment, and personal responsibility (20)	Introduce the liberal arts and/or the disciplines (22)
Develop a sense of campus community (44)	Improve communication skills (18)	Improve communication skills (20)
Develop support groups (44)	Develop a sense of campus community (17)	Increase level of student/faculty interaction (20)
Increase level of student/faculty interaction (38)	Develop writing skills (17)	Provide small class/seminar experience (19)

Topics – Across All Institutions

As with course goals, survey respondents wrote in the five most important topics composing the content of the first-year seminar. Respondents were specifically asked to identify course topics that were common to all sections. Responses were coded, and 26 unique course topics were identified. Table 13 presents topics reported by at least 50 institutions. Consistent with goals cited by respondents, "academic skills" is the most common topic for first-year seminars. The skills themselves vary widely,

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including topics such as basic study skills, abstract thinking and reasoning, and independent research. Respondents also identified special topics or themes in response to this question. Special topics for the first-year seminar included discussions of common readings, focus on an individual text, the American experience, environmental issues, justice, citizenship, human rights, human nature, and social concerns.

Topics – By Type of Institution and Affiliation

While chi-square analyses were performed for all identified course topics, results are reported only for the three most common course topics. Thus, the actual top three course topics by institutional type or affiliation may not be represented here. Course topics by institutional type and affiliation match the overall pattern of responses (Table 14).

Topics – By Institutional Selectivity

Institutions of high selectivity diverge from the overall response pattern for important course topics, placing greater emphasis on personal reflection than on the development of academic skills (Table 15).

Table 12

Top Three Course Goals by Seminar Type (N = 697)

	Course Goal		
Seminar Type	Academic Skills	Transition to College	Orientation to Campus Resources
Extended orientation	26.9%	19.3%	10.0%
Academic (common content)	21.1%	10.9%	3.8%
Academic (variable content)	13.0%	10.7%	1.5%
Professional	16.4%	20.0%	5.5%
Basic study skills	62.1%	7.6%	7.6%

$p < .01$

Table 13

Topics Across All Institutions (*N* = 502)

Topic	Frequency
Academic skills	436
Time management	200
Focus on self (exploration, assessment, concept, etc.)	166
Transition to college/community	126
Career exploration	114
Campus resources	109
Diversity issues	108
Academic planning/advising	105
Wellness issues	96
Topic specific	76
Critical thinking	74
Goal setting	58
Library	52
Learning styles	52
College policies and procedures/plagiarism	52
Relationship issues (interpersonal skills, conflict resolution)	50

Note. This table includes topics reported by at least 50 institutions.

"The [academic] skills themselves vary widely, including topics such as basic study skills, abstract thinking and reasoning, and independent research."

Table 14

Top Three Course Topics by Institutional Type and Affiliation

	Course Topic		
Type of Institution (*n* = 502)	Academic Skills	Time Management	Focus on Self
Two-year	29.8%	10.5%	8.3%
Four-year	15.8%	8.6%	7.3%
Institutional Affiliation (*n* = 502)			
Private	15.8%	8.4%	8.4%
Public	22.9%	9.6%	7.0%

$p < .01$

Table 15

Top Three Course Topics by Level of Selectivity (N = 490)

	Course Topic		
Level of Selectivity	Academic Skills	Time Management	Focus on Self
High	5.7%	3.8%	11.3%
Moderate	14.3%	7.7%	7.0%
Low	26.9%	10.8%	8.2%

$p < .01$

"Academic seminars are less likely to identify academic skills or time management as important topics for the seminar."

Topics – By Type of Seminar

Table 16 presents the top eight topics for the three most common seminar types. Academic skills is the most frequently reported topic for the extended orientation seminar, but academic seminars with common content report special topics or themes most frequently.

As with course goals, basic study skills seminars identify academic skills as important more frequently than other types of seminars (Table 17). Academic seminars are less likely to identify academic skills or time management as important topics for the seminar. With the exception of professional seminars, first-year seminars of all types report self-discovery as an important topic to similar extents.

Table 16

Course Topics by Seminar Type

	Seminar Type	
Extended Orientation (*n* = 364)	Academic—Common Content (*n* = 97)	Academic—Variable Content (*n* = 6)
Academic skills (344)	Topic specific (61)	Academic skills (3)
Time management (168)	Academic skills (48)	Library (3)
Focus on self (122)	Focus on self (33)	Writing (3)
Transition to college (100)	Diversity issues (26)	Communication skills (2)
Campus resources (94)	Time management (20)	Topic specific (2)
Career exploration (93)	Transition to college (18)	
Academic advising (88)	Critical thinking (17)	
Wellness issues (83)	History & tradition (16)	

Note. Only top five course topics are listed for academic seminars with variable content. Six course topics received only one response.

Table 17

Top Three Course Topics by Seminar Type ($N = 502$)

Seminar Type	Course Topic		
	Academic Skills	Time Management	Focus on Self
Extended orientation	21.1%	10.3%	7.5%
Academic (common content)	11.9%	5.0%	8.2%
Academic (variable content)	15.8%	0.0%	5.3%
Professional	9.3%	9.3%	0.0%
Basic study skills	44.3%	10.1%	6.3%

$p < .01$

Maximum Section Enrollment

Maximum Section Enrollment – Across All Institutions

Nearly half of institutions (47.5%) offering a first-year seminar report a maximum class size of 20 students or fewer. An additional 41.4% set the class size between 21 and 30 students (Table 18).

Maximum Section Enrollment – By Type of Institution and Affiliation

Four-year institutions and private institutions are more likely than two-year or public institutions to limit seminar section enrollments to 20 or fewer students. Students taking the seminar at two-year campuses or at public institutions are more likely to experience class enrollments of more than 20 (Table 19).

Maximum Section Enrollment – By Undergraduate Enrollment

Smaller institutions (5,000 or fewer students) are more likely than larger colleges and universities to limit seminar enrollments to 20 or fewer students (Table 20)

Maximum Section Enrollment – By Institutional Selectivity

Highly selective institutions are more likely than institutions of low or moderate selectivity to limit seminar enrollments to 20 or fewer students (Table 21).

Table 18

Maximum Section Enrollment Across All Institutions (N = 678)

	Institutions Reporting	
Maximum Section Enrollment	Number	Percentage
Fewer than 10 (≤ 10)	6	0.9
11 – 20	316	46.6
21 – 30	281	41.4
More than 30 (> 30)	75	11.1

> *"Students taking the seminar at two-year campuses or at public institutions are more likely to experience class enrollments of more than 20."*

Table 19

Maximum Section Enrollment by Institutional Type and Affiliation

	Section Enrollment			
Type of Institution (*N* = 678)	≤ 10	11 - 20	21 - 30	> 30
Two-year	0.0%	33.5%	51.9%	14.6%
Four-year	1.1%	50.6%	38.3%	10.0%
Institutional Affiliation (*N* = 676)				
Private	1.8%	66.1%	23.6%	8.5%
Public	0.00%	28.3%	58.1%	13.6%

$p < .01$

Maximum Section Enrollment – By Seminar Type

The most commonly reported maximum class enrollment for all seminar types was 11 to 20 students (Table 18). However, extended orientation seminars report enrolling more than 20 students per section more frequently than other seminar types. Academic seminars with variable content are more likely to be restricted to small numbers of students than other seminar types (Table 22).

Table 20

Maximum Section Enrollment by Level of Undergraduate Enrollment
($N = 672$)

	Section Enrollment			
Level of Enrollment	≤ 10	11 - 20	21 - 30	> 30
1,000 or fewer	1.6%	63.3%	24.2%	10.9%
1,001 – 5,000	0.9%	53.0%	37.1%	9.0%
5,001 – 10,000	1.0%	31.0%	48.0%	20.0%
Over 10,000	0.0%	25.0%	66.1%	8.9%

$p = < .01$

Table 21

Maximum Section Enrollment by Level of Selectivity ($N = 662$)

	Section Enrollment			
Level of Selectivity	≤ 10	11 - 20	21 - 30	> 30
High	1.5%	85.3%	11.7%	1.5%
Moderate	1.1%	48.6%	41.6%	8.7%
Low	0.4%	33.2%	50.0%	16.4%

$p < .01$

Method of Grading

Method of Grading – Across All Institutions

Of institutions offering a first-year seminar, 81.7% report assigning a letter grade for the seminar. The remaining institutions report offering the seminar for pass/fail or satisfactory/unsatisfactory grading. Regardless of type, affiliation, level of enrollment, or selectivity, institutions report similar methods of grading the seminar.

Method of Grading – By Seminar Type

A clear majority of all first-year seminars, irrespective of type, report assigning a letter grade. However, the percentage of letter-graded courses is highest for academic seminars. Table 23 shows that the extended orientation seminar is more likely than other types to report pass/fail grading.

First-Year Seminar as a Required Course

First-Year Seminar as a Required Course – Across All Institutions

Approximately half of responding institutions (49.7%) require all first-year students to take the first-year seminar. An additional 30.4% require some selected first-year students to take the course. Thus, 80% of institutions require some or all first-year students to enroll in the first-year seminar. Complete results are shown in Table 24.

Where institutions require the seminar for specific subpopulations of students, sections for academically underprepared students are reported most frequently (48.9%). Table 25 presents the complete results for this item.

Table 22

Maximum Section Enrollment by Seminar Type (N = 678)

	Section Enrollment			
Type of Seminar	≤ 10	11 - 20	21 - 30	> 30
Extended orientation	1.2%	36.1%	48.7%	14.0%
Academic (common content)	0.0%	47.9%	41.9%	10.2%
Academic (variable content)	0.0%	86.0%	12.9%	1.1%
Professional	0.0%	53.0%	23.5%	23.5%
Basic study skills	0.0%	45.4%	54.6%	0.0%

$p < .01$

Table 23

Method of Grading by Seminar Type (N = 733)

	Grading Method	
Type of Seminar	Pass/Fail	Letter Grade
Extended orientation	25.2%	74.8%
Academic (common content)	6.5%	93.5%
Academic (variable content)	9.4%	90.6%
Professional	15.8%	84.2%
Basic study skills	20.0%	80.0%

$p < .01$

Special Seminar Sections for Student Sub-Populations

Special Sections – Across All Institutions

Most institutions offering a first-year seminar reported providing special sections for various student sub-populations, but students were not necessarily required to enroll in these sections. The most common types of special sections identified by survey respondents were those for specific majors, academically underprepared students, and honors students. Table 26 presents the complete results for this item.

Institutions were also asked to report if a special section of the seminar was offered for transfer students. Fewer than 11% of institutions responding to this item offered a section of the seminar for transfer students.

Transfer Section – By Type of Institution and Affiliation

Four-year institutions reported offering special seminar sections for transfer students more frequently than two-year institutions (Table 27).

Transfer Section – By Type of Seminar

Institutions report offering special sections of the extended orientation seminar for transfer students more frequently than other types of seminars (Table 28).

Table 24

First-Year Seminar as a Required Course Across All Institutions (*N* = 744)

	Institutions Reporting	
Seminar Required for	Number	Percentage
All students	371	49.9%
Some students	226	30.4%
No students	147	19.7%

Table 25

First-Year Students Required to Take the First-Year Seminar Across All Institutions (*N* = 229)

	Institutions Reporting	
Type of Student	Number	Percentage
Academically underprepared students	112	48.9
Other	77	33.6
Students within specific majors	50	21.8
Student athletes	28	12.2
Undecided students	27	11.8
Learning community participants	20	8.7
Honor students	16	7.0
Ethnic minority students	7	3.1

Table 26

Special Sections Across All Institutions (N = 749)

	Institutions Reporting	
Student Sub-Population	Number	Percentage
Students within a specific major	126	16.8
Academically underprepared students	112	15.0
Honors students	105	14.0
Learning community participants	90	12.0
Non-traditional aged students	72	9.6
Other	65	8.7
Student athletes	63	8.4
Undecided students	60	8.0
Within particular residence hall	46	6.1
International students	44	5.9
Ethnic minority students	33	4.4
Students with disabilities	20	2.7
Commuting students	12	1.6

Academic Credit Applicable to Graduation

Academic Credit Applicable to Graduation – Across All Institutions

The vast majority of institutions (90%) allow first-year seminar credit to count toward graduation requirements.

First-year seminars in large percentages of both two-year and four-year institutions carry academic credit toward graduation, but those on four-year campuses are more likely to do so. Private institutions are slightly, but not significantly, more likely to offer credit toward graduation for the first-year seminar (Table 29).

Table 27

Availability of Transfer Section by Institutional Type and Affiliation

Type of Institution ($N = 735$)*	Transfer Section Offered	No Transfer Section Offered
Two-year	5.6%	94.4%
Four-year	12.6%	87.4%
Institutional Affiliation ($N = 733$)		
Private	11.4%	88.6%
Public	10.4%	89.6%

*$p < .01$

> *"The vast majority of institutions (90%) allow first-year seminar credit to count toward graduation requirements."*

Table 28

Availability of Transfer Section by Seminar Type ($N = 735$)

Type of seminar	Transfer Section Offered	No Transfer Section Offered
Extended orientation	13.4%	86.6%
Academic (common content)	8.9%	91.1%
Academic (variable content)	3.2%	96.8%
Professional	5.0%	95.0%
Basic study skills	0.0%	100.0%

$p < .01$

Academic Credit Applicable to Graduation – By Institutional Selectivity

Institutions of low selectivity are less likely to offer credit toward graduation for the first-year seminar than are institutions of moderate or high selectivity (Table 30).

Table 29

Academic Credit Applicable to Graduation by Institutional Type and Affiliation

	Credit for Seminar	
Type of Institution* (*N* = 742)	Yes	No
Two-year	83.2%	16.8%
Four-year	92.3%	7.7%
Institutional Affiliation (*N* = 740)		
Private	92.5%	7.5%
Public	87.6%	12.4%

*$p < .01$

Table 30

Academic Credit Applicable to Graduation by Level of Selectivity
(*N* = 725)

	Credit for Seminar	
Level of Selectivity	Yes	No
High	97.1%	2.9%
Moderate	92.1%	7.9%
Low	85.0%	15.0%

$p < .01$

Academic Credit Applicable to Graduation – By Type of Seminar

Although the overwhelming majority of all first-year seminars carry academic credit, basic study skills seminars are less likely than other seminar types to count towards graduation. One third of basic study skills seminars are offered for no credit. Almost all academic seminars carry credit toward graduation (Table 31).

Amount of Academic Credit and Number of Contact Hours

Amount of Credit and Number of Contact Hours – Across All Institutions

The majority of first-year seminars (73.6%) are offered on a semester calendar, with 7% being offered on a quarter calendar. An additional 21.3% of institutions responding offer the seminar on some "other" basis. This may include courses that span the entire first-year or that take place during the first few weeks of the first semester. These differences should be kept in mind when examining the amount of credit awarded for the first-year seminar and the total number of contact hours for each course.

The typical first-year seminar today is offered for one semester or quarter hour of credit. A little less than half of all seminars are offered on this basis. The three-semester hour/quarter hour first-year seminar is the next most common (29%). Fewer than 4% of respondents reported offering a seminar for five or more hours of semester/quarter credit. It should be noted that a five-hour course at an institution on the quarter system is roughly equivalent to a three-hour course in a semester system, thus some responses in this category may suggest a course equivalent to those reported as three-hour courses. Table 32 reports the data on amount of credit from all respondents.

Table 33 presents data on contact hours across all institutions. When looking at responses for all institutions, a contradiction exists between credit offered and the number of contact hours required for some seminars. While 46.8% of first-year seminars are offered for one semester or quarter credit, only 28.7% of seminars report contact hours consistent with this amount of credit. The majority of seminars require more than 15 contact hours for the seminar, the number that would be expected for a one-hour course in a semester system. Similarly, 16.2% of seminars are offered for two credits, but nearly twice that number of respondents report contact hours consistent with a two-credit course. The anomalies among credit earned and contact hours may be due, in part, to variable credit options offered by some institutions. These findings may also suggest that some institutions are less consistent in equating

Table 31

Academic Credit Applicable to Graduation by Seminar Type (*N* = 742)

	Credit for Seminar	
Type of Seminar	Yes	No
Extended orientation	87.2%	12.8%
Academic (common content)	99.2%	0.8%
Academic (variable content)	100.0%	0.0%
Professional	80.0%	20.0%
Basic study skills	66.7%	33.3%

$p < .01$

Table 32

Amount of Credit Across All Institutions (*N* = 668)

	Institutions Reporting	
Amount of Credit Awarded	Number	Percentage
1 semester/quarter hour	314	46.8
2 semester/quarter hours	108	16.2
3 semester/quarter hours	194	29.0
4 semester/quarter hours	54	8.1
5 semester/quarter hours	6	0.9
More than 5 semester/quarter hours	20	3.0

Note. Total of frequency counts does not equal 668; percentage does not equal 100. Because some institutions offer seminar for variable credit, respondents may have checked more than one response.

Table 33

Seminar Contact Hours Across All Institutions (N = 694)

	Institutions Reporting	
Contact Hours	Number	Percentage
Under 15 hours	199	28.7
15 – 30 hours	207	29.8
31 – 45 hours	193	27.8
46 – 60 hours	59	8.5
Over 60 hours	36	5.2

contact hours with credits earned for the first-year seminar than they are for other courses.

Amount of Credit and Number of Contact Hours – By Type of Institution and Affiliation

The one-semester/quarter hour credit model is the most frequently reported for both two-year and four-year institutions, but two-year campuses report this model slightly, but not significantly, more often than their four-year counterparts. Two-year and four-year campuses offer the course for two or three hours credit to similar extents, while four-year campuses are more likely to offer the course for four or more semester/quarter hours credit. Public institutions are more likely than private institutions to offer the course for two semester/quarter hours credit, but private institutions offer the course for four or more semester/quarter hours credit more frequently (Table 34).

Table 35 reports number of contact hours by type of institution and affiliation. Two-year campuses typically report fewer contact hours than four-year campuses. Private institutions report offering seminars with fewer than 15 contact hours more frequently than public institutions, and public institutions are more likely to report seminars with 16 to 30 contact hours.

Amount of Credit and Number of Contact Hours – By Undergraduate Enrollment

While the one semester/quarter hour credit seminar is most commonly reported for all institutions of all sizes, three

Table 34

Amount of Credit by Institutional Type and Affiliation

Type of Institution ($N = 668$)	Number of Credits Awarded Per Semester/Quarter 1	2	3	4	5	> 5
Two-year	53.6%	16.2%	26.6%	2.0%*	0.6%	0.0%**
Four-year	44.8%	16.2%	29.7%	9.9%*	1.0%	3.9%**
Institutional Affiliation ($N = 666$)						
Private	43.3%	12.9%**	25.5%	14.1%*	1.2%	5.1%*
Public	50.3%	19.5%**	32.2%	2.1%*	0.6%	0.9%*

*$p < .01$

**$p < .05$

Table 35

Seminar Contact Hours by Institutional Type and Affiliation

Type of Institution** ($N = 649$)	Contact Hours ≤ 15	16 - 30	31 - 45	46 - 60	> 60
Two-year	32.7%	32.7%	23.8%	9.6%	1.2%
Four-year	27.4%	28.9%	29.1%	8.2%	6.4%
Institutional Affiliation* ($N = 692$)					
Private	30.1%	25.1%	27.7%	8.8%	8.3%
Public	27.5%	34.3%	27.7%	8.2%	2.3%

*$p < .01$

**$p < .05$

semester/quarter hour seminars are more prevalent on campuses with more than 10,000 students. Smaller institutions (5,000 or fewer students) are more likely to offer four-credit courses than their larger counterparts. Table 36 shows the results for all levels of enrollment.

Small institutions (under 1,000) report the fewest number of contact hours in almost all cases. Large institutions (over 10,000) report 31 to 45 contact hours for the seminar more frequently than institutions of other sizes. Large institutions are also more likely to report offering the course for three semester/quarter hours (Table 37).

Table 36

Amount of Credit by Level of Enrollment (N = 661)

	Number of Credits Awarded Per Semester/Quarter					
Level of Enrollment	1	2	3*	4**	5	> 5
1,000 or fewer	47.0%	10.6%	29.6%	9.1%	0.0%	2.3%
1,001 – 5,000	47.2%	15.4%	24.5%	10.6%	1.5%	4.2%
5,001 – 10,000	52.7%	16.3%	30.1%	4.4%	0.0%	1.1%
Over 10,000	39.6%	23.6%	43.0%	2.8%	0.9%	1.9%

*$p < .01$

**$p < .05$

Amount of Credit and Number of Contact Hours – By Institutional Selectivity

The one semester/quarter hour credit seminar is the most frequently reported for institutions of all levels of selectivity, but highly selective institutions are more likely to offer four hours of credit or more for the first-year seminar (Table 38).

Highly selective institutions report the highest number of contact hours for the course; nearly half (47.6%) report 31 to 45 contact hours for the seminar (Table 39).

Table 37

Seminar Contact Hours by Level of Undergraduate of Enrollment (N = 695)

	Contact Hours				
Level of Enrollment	≤ 15	16 - 30	31 - 45	46 – 60	> 60
1,000 or fewer	40.5%	19.6%	25.9%	8.4%	5.6%
1,001 – 5,000	26.0%	32.0%	26.0%	9.5%	6.5%
5,001 – 10,000	32.3%	31.4%	28.4%	6.9%	1.0%
Over 10,000	17.2%	33.3%	37.1%	7.6%	4.8%

$p < .01$

Amount of Credit and Number of Contact Hours – By Type of Seminar

Sixty-two percent of extended orientation seminars carry one semester / quarter hour of credit (Table 40). Academic seminars are more likely to carry three or more semester / quarter hours of credit. Likewise, the number of contact hours reported is higher for academic content seminars than for other seminar types (Table 41).

Application of Academic Credits

Application of Credits - Across All Institutions

Table 42 presents survey findings on how first-year seminar credits are applied to various credit categories (e.g., core requirements, general education, major requirements, electives).

Table 38

Seminar Contact Hours by Level of Selectivity (N = 678)

	Contact Hours				
Level of Selectivity	≤ 15	16 - 30	31 - 45	46 – 60	> 60
High	15.9%	12.7%	47.6%	12.7%	11.1%
Moderate	30.0%	29.4%	26.4%	8.2%	6.0%
Low	28.7%	36.2%	25.1%	8.0%	2.0%

$p < .01$

Table 39

Amount of Credit by Level of Selectivity (N = 652)

	Number of Credits Awarded per Semester/Quarter					
Level of Selectivity	1	2	3	4*	5	> 5*
High	33.8%	7.4%	26.5%	29.4%	1.5%	10.3%
Moderate	47.0%	17.4%	29.2%	7.7%	1.1%	3.4%
Low	50.0%	16.7%	29.2%	2.6%	0.4%	0.4%

$^*p < .01$

Table 40

Amount of Credit by Seminar Type (N = 668)

	Number of Credits Awarded per Semester/Quarter					
Type of Seminar	1*	2	3*	4*	5*	> 5*
Extended orientation	62.0%	16.5%	22.6%	1.8%	0.0%	0.3%
Academic (common content)	15.3%	21.1%	39.8%	13.8%	1.6%	8.9%
Academic (variable content)	25.3%	8.4%	41.7%	26.3%	2.1%	4.2%
Professional	62.5%	12.5%	43.8%	12.5%	0.0%	0.0%
Basic study skills	33.3%	27.8%	16.7%	5.6%	5.6%	5.6%

$^*p < .01$

"The one semester/quarter hour credit seminar is the most frequently reported for institutions of all levels of selectivity."

Table 41

Seminar Contact Hours By Seminar Type (*N* = 694)

	Contact Hours				
Type of Seminar	≤ 15	16 - 30	31 - 45	46 – 60	> 60
Extended orientation	37.2%	37.8%	18.8%	4.6%	1.6%
Academic (common content)	8.6%	19.8%	38.8%	17.3%	15.5%
Academic (variable content)	9.4%	7.1%	60.0%	17.6%	5.9%
Professional	42.1%	15.8%	36.8%	5.3%	0.0%
Basic study skills	37.5%	25.0%	29.1%	4.2%	4.2%

$p < .01$

No significant differences were found for the application of credits by institutional type or affiliation, by institutional selectivity, by undergraduate enrollment, or by seminar type.

Teaching Responsibility

Teaching Responsibility - Across All Institutions

Institutions most frequently report using faculty to teach the first-year seminar (88.9%). One out of every two campuses reports using student affairs professionals (53.9%) as seminar instructors, and other campus professionals serve as seminar instructors on slightly more than every third campus (37.3%). These other campus professionals include coaches, chaplains, librarians, university physicians, academic deans, and department heads. Undergraduates are used as first-year seminar instructors or co-instructors by one campus in 10 (see Table 43). Responses in the "other" category include adjunct faculty and business and community leaders. Since survey respondents were asked to indicate all types of instructors on their campus, the categories are not mutually exclusive.

Teaching Responsibility – By Type of Institution and Affiliation

On campuses of all types, faculty members are most likely to serve as instructors. Four-year campuses are more likely to report using faculty and other campus professionals as

Table 42

Application of Credits Across All Institutions (*N* = 668)

	Institutions Reporting	
How Credits Applied	Number	Percentage
Elective	287	42.8
General education	232	34.7
Core requirements	147	22.0
Other	40	6.0
Major requirement	32	4.8

Note. Total of frequency counts does not equal 668; percentage does not equal 100. Some institutions may apply credit more than one way; respondents may have checked multiple answers on this item.

seminar instructors. No two-year institutions reported using undergraduates as instructors in the course. Understandably, two-year campuses face some challenges in recruiting and training students to assist with instruction given the short tenure students expect to have on these campuses. Private institutions report using faculty as instructors more often than public institutions and are less likely to report using student affairs professionals in the classroom. Public institutions are more likely to report using graduate instructors, but both public and private institutions use undergraduates as instructors to similar extents (Table 44).

Teaching Responsibility – By Undergraduate Enrollment

Larger institutions (over 5,000) are more likely to use undergraduate students to staff first-year seminars than institutions of other sizes. Institutions with more than 10,000 students report using graduate students as first-year seminar instructors more frequently than their smaller counterparts (Table 45).

Teaching Responsibility – By Institutional Selectivity

Highly selective institutions are much less likely than their counterparts to report using student affairs professionals as

Table 43

Teaching Responsibility Across All Institutions (N = 749)

	Institutions Reporting	
Teaching Responsibility	Number	Percentage
Faculty (F)	666	88.9
Student affairs professionals (SA)	404	53.9
Other campus professionals (CP)	279	37.3
Undergraduate students (UG)	75	10.0
Graduate students (G)	37	4.9
Other (O)	25	3.3

Note. Total frequency count does not equal 749; percentage does not equal 100. The categories are not mutually exclusive, and respondents marked more than one answer.

Table 44

Teaching Responsibility by Institutional Type and Affiliation

	Teaching Responsibility				
Type of Institution (*n* = 749)	F	SA	CP	UG	G
Two-year	83.9%**	59.1%	30.7%**	0.0%*	0.5%*
Four-year	90.6%**	52.2%	39.4%**	13.3%*	6.4%*
Institutional Affiliation (*n* = 747)					
Private	91.7%**	46.4%*	34.8%	9.1%	2.2%*
Public	86.2%**	60.8%*	39.2%	10.9%	7.5%*

Note. Teaching categories are not mutually exclusive. Percentages do not equal 100 as multiple responses were given by some institutions.

*$p < .01$

**$p < .05$

Table 45

Teaching Responsibility by Level of Undergraduate Enrollment (N = 741)

	Teaching Responsibility				
Level of Enrollment	F	SA	CA	UG*	G*
Under 1,000	88.5%	48.7%	35.1%	10.8%	0.7%
1,001 – 5,000	88.9%	51.9%	34.5%	5.4%	2.5%
5,001 – 10,000	88.8%	60.8%	40.2%	17.8%	7.5%
Over 10,000	90.7%	59.3%	44.1%	15.3%	15.3%

Note. Teaching categories are not mutually exclusive. Percentages do not equal 100 as multiple responses were given by some institutions.

*$p < .01$

instructors in the first-year seminar. Moderately selective institutions report using undergraduate and graduate students as seminar instructors or co-instructors more frequently than their counterparts (Table 46).

Teaching Responsibility – By Type of Seminar

Faculty members are the most commonly reported instructors for all types of seminars. Respondents were generally less likely to report using student affairs and other campus professionals as instructors for academic seminars (Table 47).

Team Teaching

Team Teaching– Across All Institutions

Approximately one-third of institutions responding to the survey use teams to teach the first-year seminar. Teaching teams can take any number of forms. Respondents provided free-response descriptions of teaching teams used at their institutions. Responses were difficult to code because actual team composition was frequently unclear. Common examples of teaching teams reported include:

> *"Larger institutions (over 5,000) are more likely to use undergraduate students to staff first-year seminars than institutions of other sizes."*

Table 46

Teaching Responsibility by Level of Selectivity ($N = 732$)

	Teaching Responsibility				
Level of Selectivity	F*	SA*	CA	UG*	G*
High	98.6%	14.3%	30.0%	5.7%	5.7%
Moderate	91.0%	57.6%	40.6%	15.3%	7.5%
Low	84.0%	59.3%	35.6%	4.0%	1.1%

Note. Teaching categories are not mutually exclusive. Percentages do not equal 100 as multiple responses were given by some institutions.

*$p < .01$

Table 47

Teaching Responsibility by Seminar Type ($N = 749$)

	Teaching Responsibility				
Type of Seminar	F*	SA*	CA*	UG**	G
Extended orientation	84.7%	69.5%	44.1%	12.5%	5.0%
Academic (common content)	96.8%	34.4%	26.4%	7.2%	7.2%
Academic (various content)	99.0%	14.6%	22.9%	3.1%	1.0%
Professional	95.0%	40.0%	45.0%	15.0%	10.0%
Basic study skills	85.2%	37.0%	29.6%	0.0%	3.7%

Note. Teaching categories are not mutually exclusive. Percentages do not equal 100 as multiple responses were given by some institutions.

*$p < .01$

**$p < .05$

- Two faculty members from different disciplines
- Two faculty members from the same department
- Faculty member paired with a student affairs or academic affairs administrator
- Faculty member or professional staff member teamed with an undergraduate teaching assistant or peer leader

Less frequently, respondents indicated that teams of students teach the seminar. They also report that faculty and professional staff instructors may be supported by librarians, academic advisors, seminar directors, and guest lecturers.

Team Teaching – By Type of Institution and Affiliation

Four-year institutions report using teaching teams in the first-year seminar more frequently than two-year institutions (Table 48). Approximately one third of both public and private institutions report using teams.

Team Teaching – By Undergraduate Enrollment

Small institutions (under 1,000) and large institutions (over 10,000) use teaching teams in the first-year seminar to a similar extent. Small to mid-size institutions (1,001 to 10,000) are less likely to use teaching teams (Table 49).

Table 48

Team Teaching by Institutional Type

Type of Institution* ($N = 743$)	Course Is Team Taught	Course Is Not Team Taught
Two-year	22.1%	77.9%
Four-year	36.3%	63.7%

$p < .01$

Table 49

Team Teaching by Level of Undergraduate Enrollment (N = 736)

Level of Enrollment	Course Is Team Taught	Course Is Not Team Taught
1,000 or fewer	41.5%	58.5%
1,001 – 5,000	25.3%	74.7%
5,001 – 10,000	36.4%	63.6%
Over 10,000	39.8%	60.2%

$p < .01$

Team Teaching – By Institutional Selectivity

Moderately selective institutions report using teaching teams in the first-year seminar more frequently than institutions of high or low selectivity (Table 50).

Role of Instructor as Academic Advisor

Role of Instructor as Academic Advisor – Across All Institutions

Respondents were asked to report if seminar instructors also serve as the academic advisor for students enrolled in the seminar. About one in five (20.1%) serve in this dual role.

Role of Instructor as Academic Advisor – By Type of Institution and Affiliation

First-year seminar instructors on four-year campuses and at private institutions are more likely to advise their seminar students than are their counterparts at other types of institutions (Table 51).

Role of Instructor as Academic Advisor – By Undergraduate Enrollment

Seminar instructors in smaller institutions (5,000 or fewer students) are more likely to serve as the academic advisors for their seminar students. Instructors in large institutions are the least likely to serve in this dual role (Table 52).

Role of Instructor as Academic Advisor – By Institutional selectivity

Seminar instructors at institutions of low selectivity are less likely to serve as their students' academic advisor (Table 53).

Table 50

Team Teaching by Level of Selectivity ($N = 726$)

Level of selectivity	Course Is Team Taught	Course Is Not Team Taught
High	22.9%	77.1%
Moderate	39.4%	60.6%
Low	26.7%	73.3%

$p < .01$

Table 51

Role of Instructor as Academic Advisor by Institutional Type and Affiliation

Type of Institution ($N = 740$)	Advises Seminar Students	Does Not Advise Seminar Students
Two-year	8.8%	91.2%
Four-year	23.8%	76.2%
Institutional Affiliation ($N = 738$)		
Private	31.0%	69.0%
Public	10.0%	90.0%

$p < .01$

> *"First-year seminar instructors on four-year campuses and at private institutions are more likely to advise their seminar students than are their counterparts at other types of institutions."*

Table 52

Role of Instructor as Academic Advisor by Level of Undergraduate Enrollment (N = 733)

Level of Enrollment	Advises Seminar Students	Does Not Advise Seminar Students
1,000 of fewer	29.0%	71.0%
1,001 – 5,000	24.2%	75.8%
5,001 – 10,000	13.2%	86.8%
Over 10,000	3.4%	96.6%

$p < .01$

Role of Instructor as Academic Advisor – By Type of Seminar

Academic and professional seminar instructors serve as their students' advisors to a similar extent and are nearly twice as likely as instructors of extended orientation seminars to do so. Seminar instructors are least likely to assume this dual role when teaching a basic skills course (Table 54).

Linkage of Seminar to Other Courses

Linkage of Seminar to Other Courses – Across All Institutions

A total of 186 campuses, or 25.1% of institutions with first-year seminars reported some effort to cluster the seminar with other courses on the 2000 survey. No significant difference in the number of institutions linking the seminar to other courses was found by institutional selectivity. Likewise, there was no difference among seminar types with respect to linking the seminar to other courses.

Linkage of Seminar to Other Courses – By Type of Institution and Affiliation

Little difference exists between two-year and four-year institutions in the extent that the first-year seminar is linked to or clustered with other courses. Public institutions report linking the seminar to other courses twice as often as private institutions do (Table 55).

Table 53

Role of Instructor as Academic Advisor by Level of Selectivity (N = 723)

Level of Selectivity	Advises Seminar Students	Does Not Advise Seminar Students
High	20.3%	79.7%
Moderate	27.1%	72.9%
Low	10.0%	90.0%

$p < .01$

Table 54

Role of Instructor as Academic Advisor by Seminar Type (N = 740)

Type of seminar	Advises Seminar Students	Does Not Advise Seminar Students
Extended orientation	15.5%	84.5%
Academic (common content)	30.6%	69.4%
Academic (variable content)	30.8%	69.2%
Professional	30.0%	70.0%
Basic study skills	3.7%	96.3%

$p < .01$

Table 55

Linkage of Seminar to Other Courses by Institutional Type and Affiliation

Type of Institution ($N = 740$)	Seminar Linked	Seminar Not Linked
Two-year	23.4%	76.6%
Four-year	25.7%	74.3%
Institutional Affiliation* ($N = 738$)		
Private	15.3%	84.7%
Public	34.0%	66.0%

*$p < .01$

Linkage of Seminar to Other Courses – By Undergraduate enrollment

Large institutions (over 10,000) link the first-year seminar to other courses more frequently than institutions of other sizes, with nearly half (47.8%) reporting that the first-year seminar is part of a learning-community approach (Table 56).

Table 56

Linkage of Seminar to Other Courses by Level of Undergraduate Enrollment
($N = 732$)

Level of Enrollment	Seminar Linked	Seminar Not Linked
1,000 or fewer	15.2%	84.8%
1,001 – 5,000	19.7%	80.3%
5,001 – 10,000	31.8%	68.2%
Over 10,000	47.8%	52.2%

$p < .01$

Administrative Assignment of Seminar Teaching Load

Assignment of Seminar Teaching Load – Across All Institutions

More than half (57.8%) of the responding institutions require faculty to teach the seminar as part of their regular teaching load. Approximately 4 in 10 institutions report assigning the course as an overload for faculty. Respondents report assigning course instruction as an extra responsibility more frequently than they report assigning it as a part of regular administrative duties for non-faculty (Table 57).

Assignment of Seminar Teaching Load – By Type of Institution and Affiliation

The teaching of the seminar as part of a faculty member's regular load is the predominant practice followed at institutions of all types. Because faculty are most likely to teach in general, faculty overload is the second most frequently reported mode, but public institutions are more likely to have faculty teach the

> *"More than half (57.8%) of the responding institutions require faculty to teach the seminar as part of their regular teaching load. "*

Table 57

Assignment of Seminar Teaching Load Across All Institutions (N = 749)

	Institutions Reporting	
Teaching Load Assignment	Number	Percentage
Regular teaching load for faculty	433	57.8
Overload course for faculty	300	40.1
Assigned responsibility for administrative staff member	186	24.8
Extra responsibility for administrative staff member	261	34.9
Other	56	7.5

Note. Because both faculty and administrators teach on some campuses, respondents may have selected more than one option. Percentages do not equal 100.

course on overload than are private institutions. Public institutions are more likely to report using student affairs and other campus professionals as seminar instructors than private institutions. As expected, public institutions are more likely to make course instruction a regular part of administrative responsibility or to assign it as an extra responsibility for administrators than are private institutions (Table 58).

Assignment of Seminar Teaching Load – By Undergraduate Enrollment

Slight differences in teaching load exist among institutions by enrollment level. The most commonly reported practice at institutions of all enrollment levels is seminar instruction by faculty as part of the regular teaching load, with over half of the respondents reporting this.

Table 58

Assignment of Seminar Teaching Load by Institutional Type and Affiliation

	Teaching Load Assignment				
Type of Institution ($n = 749$)	Regular Faculty Load	Faculty Overload	Regular Admin. Load	Extra Admin. Load	Other
Two-year	61.8%	36.0%	28.5%	29.6%	7.0%
Four-year	56.5%	41.4%	23.6%	36.6%	7.6%
Institutional Affiliation ($n = 747$)					
Private	58.3%	35.9%**	19.6%*	28.5%**	6.9%
Public	57.1%	44.2%**	29.6%*	40.5%**	8.1%

Note. Because both faculty and administrators teach on some campus, respondents may have selected more than one option. Percentages do not equal 100.

*$p < .01$

**$p < .05$

Assignment of Seminar Teaching Load – By Institutional Selectivity

Highly selective institutions are less likely to assign seminar instruction as an overload for faculty or administrative instructors than their counterparts (Table 59).

Assignment of Seminar Teaching Load – By Type of Seminar

Except for extended orientation seminars, the majority of all types of seminars are taught as part of the faculty member's regular load. In institutions with extended orientation seminars, seminar teaching is slightly more likely to be assigned as a faculty overload (Table 60).

Compensation for Teaching First-Year Seminar as an Overload or Extra Responsibility

Overload Compensation – Across All Institutions

The first-year seminar is taught by some instructors as an overload or extra responsibility at 64% (479) of reporting institutions. Of these, 377, or 78.7%, report that financial or other compensation is offered for teaching the first-year seminar.

Overload Compensation – By Type of Institution and Affiliation

Two- and four-year institutions provide compensation for teaching the first-year seminar as an overload or extra responsibility to the same extent. Nearly 80% of institutions of both types report that compensation is offered. Likewise, approximately 80% of private and public institutions offer overload compensation for instructors.

Overload Compensation – By Undergraduate Enrollment

The majority of all colleges and universities offering the seminar compensate instructors for overload teaching. Mid-sized institutions (5,001 - 10,000) report compensating overload teaching most frequently (83.6%), but more than three quarters of campuses of other sizes also offer compensation.

Overload Compensation – By Institutional Selectivity

Highly selective institutions are most likely to make seminar instruction a part of the regular teaching load, but these institutions are less likely than low or moderately selective schools to provide additional compensation (Table 61).

Table 59

Assignment of Seminar Teaching Load by Level of Selectivity

(N = 732)

	Teaching Load Assignment				
Level of Selectivity	Regular Faculty Load*	Faculty Overload*	Regular Admin. Load*	Extra Admin. Load*	Other
High	82.9%	18.6%	10.0%	14.3%	4.3%
Moderate	53.2%	46.8%	24.0%	39.3%	8.0%
Low	58.2%	36.7%	29.8%	34.6%	7.3%

Note. Because both faculty and administrators teach on some campuses, respondents may have selected more than one option. Percentages do not equal 100.

*$p < .01$

Overload Compensation – By Type of Seminar

First-year seminar instructors are compensated for teaching the course as an overload or extra responsibility to similar extents, regardless of seminar type. Professional seminars with uniform content are somewhat more likely to award compensation.

First-Year Seminar Instructor Training

Instructor Training – Across All Institutions

Slightly more than three quarters (77.2%) of institutions reporting first-year seminars offer training for instructors, and nearly half (49.4%) require training (Table 62). Instructor training programs tend to be brief, with nearly one third of institutions reporting that training takes place in half a day or less. A little more than 20% of institutions offer one-day training sessions, and slightly less than 20% offer two-day training opportunities. Table 63 presents all responses for this item.

Instructor Training – By Type of Institution and Affiliation

While a majority (66.1%) of two-year campuses offer instructor training, four-year campuses are more likely to offer these opportunities. Likewise, four-year institutions are more likely to require instructor training as a prerequisite for teaching the first-year seminar. Little difference exists between private and

Table 60

Assignment of Seminar Teaching Load by Seminar Type (N = 749)

Type of Seminar	Regular Faculty Load*	Faculty Overload*	Regular Admin Load*	Extra Admin Load*	Other
	Teaching Load Assignment				
Extended orientation	45.4%	47.1%	32.5%	45.8%	6.9%
Academic (common content)	77.6%	33.6%	16.0%	19.2%	8.8%
Academic (variable content)	86.5%	20.8%	4.2%	10.4%	8.3%
Professional	55.0%	30.0%	25.0%	35.0%	0.0%
Basic study skills	66.7%	33.3%	14.8%	22.2%	14.8%

Note. Because both faculty and administrators teach on some campus, respondents may have selected more than one option. Percentages do not equal 100.

*$p < .01$

Table 61

Overload Compensation by Level of Selectivity (N = 470)

Level of Selectivity	Percentage Offering Compensation
High	60.0%
Moderate	82.6%
Low	75.6%

$p < .05$

Table 62

Instructor Training Across All Institutions

	Institutions Reporting	
Instructor Training	Number	Percentage
Instructor training offered (*N* = 740)	571	77.2
Instructor training required (*N* = 723)	357	49.4

Table 63

Length of Instructor Training Across All Institutions (*N* = 529)

	Institutions Reporting	
Length of Time Offered	Number	Percentage
Few hours – half day	162	30.6
1 day	113	21.3
2 days	100	18.9
3 days	37	7.0
1 week	49	9.3
More than 1 week	12	2.3
Other	56	10.6

"Slightly more than three quarters (77.2%) of institutions reporting first-year seminars offer training for instructors, and nearly half (49.4%) require training."

public institutions with regard to offering or requiring instructor training (Table 64).

Instructor Training – By Undergraduate Enrollment

A majority of institutions at all levels of enrollment offer training for seminar instructors. Institutions with enrollments under 1,000 are less likely than larger institutions to offer training. Larger institutions (over 5,000) are more likely to require training. The majority of larger institutions require instructor training, but they are not significantly more likely to require it than are their smaller counterparts (Table 65).

Instructor Training – By Institutional Selectivity

A majority of institutions at all levels of selectivity offer instructor training, but highly and moderately selective institutions are more likely to offer training. Highly selective institutions are least likely to require training as a prerequisite for teaching the course (Table 66).

Table 64

Instructor Training by Institutional Type and Affiliation

	Instructor Training	
Type of Institution	Offered (*N* = 740)	Required (*N* = 723)*
Two-year	66.1%	38.8%
Four-year	80.8%	52.8%
Institutional Affiliation	Offered (*N* = 738)	Required (*N* = 721)
Private	75.9%	47.6%
Public	78.2%	50.8%

*$p < .01$

Table 65

Instructor Training by Level of Undergraduate Enrollment

	Instructor Training	
Level of Enrollment	Offered ($N = 732$)*	Required ($N = 715$) **
1,000 or fewer	67.4%	42.6%
1,001 – 5,000	77.5%	47.5%
5,001 – 10,000	77.4%	56.2%
Over 10,000	87.3%	57.4%

*$p < .01$

**$p < .05$

Table 66

Instructor Training by Level of Selectivity

	Instructor Training	
Level of Selectivity	Offered ($N = 723$)	Required ($N = 708$)
High	78.3%	25.4%
Moderate	83.5%	58.0%
Low	68.5%	44.2%

$p < .01$

"Institutions with enrollments under 1,000 are less likely than larger institutions to offer training."

63

Instructor Training – By Type of Seminar

Table 67 shows that in a majority of all seminar types, training is offered for seminar instructors. Training is most commonly offered for instructors of extended orientation seminars (78.4%) and academic seminars with common content (77.4%). Likewise, training is most often required for instructors of academic seminars with common content (58.3%) and extended orientation seminars (52.8%). Academic seminars with variable content and basic study skills seminars are least likely to require instructor training. Academic seminars of both types are more likely to report preparation experiences of a week or more than are other types of seminars (Table 68).

Administrative Home of the First-Year Seminar

Administrative Home of the First-Year Seminar – Across All Institutions

Nearly a quarter of first-year seminars are housed in an academic college or division, while an additional 19% are housed under general academic affairs. Table 69 presents complete data for this item.

Table 67

Instructor Training by Seminar Type

Type of Seminar	Offered ($N = 740$)	Required* ($N = 723$)
Extended orientation	78.4%	52.8%
Academic (common content)	77.4%	58.3%
Academic (variable content)	75.8%	29.0%
Professional	70.0%	45.0%
Basic study skills	57.7%	28.0%

*$p < .01$

Table 68

Length of Instructor Training by Seminar Type ($N = 529$)

	Type of Seminar				
Length of Time Offered	EO	ACC	AVC	Prof.	BSS
Few hours – half day	34.6%	17.8%	28.4%	36.4%	38.5%
1 day	25.4%	17.8%	11.9%	9.1%	15.4%
2 days	19.4%	17.8%	19.4%	9.1%	15.4%
3 days	6.9%	5.6%	10.5%	9.1%	7.7%
1 week	6.3%	13.3%	14.9%	9.1%	0.0%
Over 1 week	0.9%	6.7%	4.5%	0.0%	0.0%

$p < .01$

Administrative Home of the First-Year Seminar – By Type of Institution and Affiliation

Four-year institutions report housing the first-year seminar within an academic college/division or academic affairs more frequently (48.2%) than two-year institutions (29.7%), while two-year institutions report an administrative home in student affairs more frequently. Two-year institutions are also more likely to report basing the first-year seminar in a counseling center (Table 70). Public and private institutions situate the seminar in academic areas to similar extents, but private institutions are more likely to house a first-year seminar within academic affairs. Private institutions are also more likely to house the course in a general education division (Table 71).

Administrative Home of the First-Year Seminar – By Undergraduate Enrollment

Small institutions (under 1,000) report housing the first-year seminar in student affairs or general education more frequently than institutions of other sizes, but they are less likely to report managing the course through an academic college or division (Table 72).

Table 69

Administrative Home of the First-Year Seminar Across All Institutions

(N = 720)

	Institutions Reporting	
Department or Unit	Number	Percentage
Academic college/division	177	24.6
Academic affairs	137	19.0
Student affairs	90	12.5
Joint administration	64	8.9
Academic department	50	7.0
General education	49	6.8
Academic support	44	6.1
Counseling center	27	3.8
First-year program office	23	3.2
University/general college	16	2.2
Advising center	15	2.1
Enrollment management	14	1.9
Other	14	1.9

"Nearly a quarter of first-year seminars are housed in an academic college or division . . . "

Table 70

Administrative Home of the First-Year Seminar by Institutional Type

($N = 719$)

	Type of Institution	
Department or Unit	Two-year	Four-year
Academic college/division	20.0%	26.1%
Academic affairs	9.7%	22.1%
Student affairs	23.4%	9.0%
Joint administration	9.1%	8.8%
Academic department	10.3%	5.9%
General education	6.9%	6.8%
Academic support	6.9%	5.9%
Counseling center	10.3%	1.5%
First-year program office	0.0%	4.2%
University/general college	0.0%	2.9%
Advising center	0.6%	2.6%
Enrollment management	0.0%	2.6%

$p < .01$

Table 7i

Administrative Home of the First-Year Seminar by Institutional Affiliation (*N* = 717)

	Institutional Affiliation	
Department or Unit	Private	Public
Academic college/division	22.9%	26.1%
Academic affairs	23.5%	15.1%
Student affairs	11.6%	13.2%
Joint administration	8.1%	9.7%
Academic department	7.3%	6.7%
General education	9.6%	4.3%
Academic support	7.0%	5.4%
Counseling center	1.7%	5.4%
First-year program office	3.5%	3.0%
University/general college	0.3%	4.0%
Advising center	1.7%	2.4%
Enrollment management	1.2%	2.7%

$p < .01$

Table 72

Administrative Home of the First-Year Seminar by Level of Undergraduate Enrollment (*N* = 713)

	Level of Enrollment			
Department or Unit	1,000 or fewer	1,001 – 5,000	5,001 – 10,000	Over 10,000
Academic college/division	15.1%	24.1%	29.8%	34.2%
Academic affairs	20.9%	20.7%	11.5%	19.7%
Student affairs	18.7%	13.0%	9.6%	6.8%
Joint administration	10.1%	8.2%	5.8%	11.1%
Academic department	6.5%	8.2%	5.8%	3.4%
General education	11.5%	7.7%	3.9%	1.7%
Academic support	6.5%	6.5%	5.8%	5.1%
Counseling center	1.4%	2.6%	5.8%	7.7%
First-year program office	3.6%	2.0%	6.7%	3.4%
University/general college	0.7%	0.9%	4.8%	5.1%
Advising center	2.2%	2.3%	3.9%	0.0%
Enrollment management	1.4%	1.1%	5.8%	0.9%

$p < .01$

"Small institutions (under 1,000) report housing the first-year seminar in student affairs or general education more frequently than institutions of other sizes . . ."

Administrative Home of the First-Year Seminar – By Institutional Selectivity

Table 73 reports the data for administrative home of the first-year seminar by institutional selectivity. Institutions of low selectivity are less likely to report housing the seminar in academic affairs or in an academic college/division than their counterparts. These same institutions are more likely to report housing the course within student affairs.

Administrative Home of the First-Year Seminar – By Type of Seminar

Extended orientation seminars are equally likely to be housed in academic affairs, within an academic college/division, or in student affairs, but they are more likely than other types of seminars to call student affairs an administrative home. Academic seminars are most frequently housed in academic affairs or in an academic college/division. Professional seminars are typically housed within an academic college or division, while basic skills seminars are just as likely to be housed in the academic college/division as they are within an academic support unit (Table 74).

Seminar Administration and Status of Course Director

Seminar Administration and Status of Course Director – Across All Institutions

First-year seminars are administered by a course director or coordinator at 78.6% of institutions, but fewer than one third (29.2%) of course directors are employed in this capacity full-time.

Seminar Administration and Status of Course Director – By Type of Institution and Affiliation

Four-year campuses are more likely to have a seminar director than are two-year campuses. Public and private institutions have seminar directors at similar rates, but public institutions are more likely to report employing a full-time course director (Table 75 and 76).

Seminar Administration and Status of Course Director – By Undergraduate Enrollment

The majority of institutions of all sizes have a seminar director, with larger institutions (over 10,000) reporting this most frequently (84.6%). Mid-size institutions (5,001 to 10,000) are more likely than institutions of other sizes to employ a full-time seminar director (Table 77).

Table 73

Administrative Home of the First-Year Seminar by Level of Selectivity

(*N* = 702)

	Level of Selectivity		
Department or Unit	High	Moderate	Low
Academic college/division	37.9%	25.5%	19.3%
Academic affairs	28.8%	22.8%	11.2%
Student affairs	3.0%	8.2%	21.2%
Joint administration	9.1%	9.0%	8.5%
Academic department	3.0%	5.6%	10.4%
General education	4.6%	7.4%	6.2%
Academic support	3.0%	6.4%	6.6%
Counseling center	1.5%	1.1%	8.1%
First-year program office	7.6%	4.2%	0.8%
University/general college	0.0%	1.6%	3.5%
Advising center	0.0%	3.7%	0.4%
Enrollment management	1.5%	2.7%	1.2%

$p < .01$

"First-year seminars are administered by a course director or coordinator at 78.6% of institutions, but fewer than one third (29.2%) of course directors are employed in this capacity full-time."

Table 74

Administrative Home of the First-Year Seminar by Seminar type (N = 719)

	Type of Seminar				
Department or Unit	EO	ACC	AVC	Prof.	BSS
Academic college/division	17.8%	36.4%	33.0%	40.0%	24.0%
Academic affairs	16.3%	23.7%	36.3%	15.0%	0.0%
Student affairs	17.4%	5.1%	1.1%	10.0%	4.0%
Joint administration	9.8%	5.1%	9.9%	15.0%	8.0%
Academic department	7.4%	8.5%	2.2%	15.0%	8.0%
General education	5.1%	9.3%	11.0%	0.0%	16.0%
Academic support	6.7%	4.2%	1.1%	0.0%	24.0%
Counseling center	5.1%	0.9%	0.0%	0.0%	8.0%
First-year program office	3.8%	0.9%	4.4%	0.0%	0.0%
University/general college	2.9%	0.9%	1.1%	0.0%	4.0%
Advising center	2.9%	1.7%	0.0%	0.0%	0.0%
Enrollment management	2.9%	0.9%	0.0%	0.0%	0.0%

$p < .01$

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Table 75

Seminar Administration by Institutional Type and Affiliation

Type of Institution ($N = 743$)*	Seminar Director	No Seminar Director
Two-year	59.2%	40.8%
Four-year	85.0%	15.0%
Institutional Affiliation ($N = 741$)		
Private	81.1%	18.9%
Public	76.1%	23.9%

*$p < .01$

Table 76

Seminar Director Status by Institutional Type and Affiliation

Type of Institution ($N = 578$)	Full-Time Position	Less Than Full-Time Position
Two-year	34.6%	65.4%
Four-year	28.0%	72.0%
Institutional Affiliation ($N = 576$)*		
Private	24.0%	76.0%
Public	34.7%	65.3%

*$p < .01$

Table 77

Seminar Director Status by Level of Undergraduate Enrollment (N = 572)

Level of Enrollment	Full-Time Position	Less Than Full-Time Position
1,000 or fewer	25.7%	74.3%
1,001 – 5,000	24.4%	75.6%
5,001 – 10,000	39.0%	61.0%
Over 10,000	38.8%	61.2%

$p < .01$

Seminar Administration and Status of Course Director – By Institutional Selectivity

Institutions of moderate selectivity are more likely to have a course director, but institutions of low selectivity report employing the director full-time more frequently than their counterparts (Table 78 and Table 79).

Seminar Administration and Status of Course Director – By Type of Seminar

Most seminars, regardless of type, report having a seminar director, but basic study skills seminars are least likely to have a director (Table 80). Interestingly, basic study skills courses are more likely than other first-year seminars to report employing a full-time director when they do have one (Table 81).

Perceived Institutional Support for First-Year Seminars

Perceived Institutional Support – Across All Institutions

The final question on the survey sought the respondents' perception of the level of overall campus support from all constituents (students, faculty, staff, and administration). Forty percent reported that support on their campus is high, and fewer than 7% reported low institutional support. It is important to note that responses to this item may be biased in either a positive or negative direction by the individual responder's perceptions. Table 82 presents complete data for this item.

Table 78

Seminar Administration by Level of Selectivity (*N* = 727)

Level of Selectivity	Seminar Director	No Seminar Director
High	75.7%	24.3%
Moderate	87.8%	12.2%
Low	66.2%	33.8%

$p < .01$

Table 79

Seminar Director Status by Level of Selectivity (*N* = 566)

Level of Selectivity	Full-Time Position	Less Than Full-Time Position
High	22.6%	77.4%
Moderate	25.6%	74.4%
Low	38.4%	61.6%

$p < .01$

Perceived Institutional Support – By Type of Institution and Affiliation

Four-year campuses reported high levels of perceived support more frequently than two-year campuses. Private institutions were more likely to report high levels of perceived support than public institutions (Table 83).

Perceived Institutional Support – By Undergraduate Enrollment

Approximately 40% of institutions at each level of enrollment report high perceived support for the first-year seminar, with small institutions (under 1,000) reporting high support more frequently than the others.

Table 80

Seminar Administration by Seminar Type (N = 743)

Type of Seminar	Seminar Director	No Seminar Director
Extended orientation	78.7%	21.3%
Academic (common content)	82.3%	17.7%
Academic (variable content)	80.2%	19.8%
Professional	75.0%	25.0%
Basic study skills	48.2%	51.8%

$p < .01$

Table 81

Seminar Director Status by Seminar Type (N = 578)

Type of Seminar	Full-Time Position	Less than Full-Time Position
Extended orientation	35.0%	65.0%
Academic (common content)	22.0%	78.0%
Academic (variable content)	10.3%	89.7%
Professional	26.7%	73.3%
Basic study skills	46.2%	53.8%

$p < .01$

"Forty percent reported that support on their campus is high, and fewer than 7% reported low institutional support."

Table 82

Perceived Institutional Support Across All Institutions (*N* = 738)

	Institutions Reporting	
Rating of Support	Number	Percentage
Low	46	6.2
Medium	397	53.8
High	295	40.0

Perceived Institutional Support – By Institutional Selectivity

Seventy-one percent of highly selective institutions report high levels of perceived support for the first-year seminar, more than double the rate at which institutions of low selectivity report high levels of support (Table 84).

Perceived Institutional Support – By Type of Seminar

Table 85 provides a comparison by seminar type of the perceived degree of overall institutional support for the first-year seminar. The highest levels of support are reported for academic seminars of variable content.

Longevity of the First-Year Seminar

Longevity of the First-Year Seminar – Across All Institutions

Table 86 presents percentages of institutions reporting various lengths of time the first-year seminar has been offered. The responses range from under five years (*n* = 268) to 72 years (*n* = 1). The average age of the seminar is 10 years. Two thirds of seminars have been in existence for 10 years or less.

Outcomes Related to the First-Year Seminar

Since 1991, a question (or questions) on the survey has asked respondents to report on their efforts at formal program evaluation. Interpretation of responses to these questions has been difficult for several reasons. First, "formal program evaluation" on some campuses may be akin to a well-designed empirical study but on many others may occur on an ad hoc basis, relying heavily on anecdotal evidence. Therefore, it is

Table 83

Perceived Institutional Support by Institutional Type and Affiliation

	Rating of Support		
Type of Institution** (*N*= 738)	Low	Medium	High
Two-year	9.4%	56.4%	34.2%
Four-year	5.2%	53.0%	41.8%
Institutional Affiliation* (N = 736)			
Private	4.5%	48.9%	46.6%
Public	7.9%	58.5%	33.6%

*$p < .01$

**$p < .05$

Table 84

Perceived Institutional Support by Level of Selectivity (*N* = 722)

	Rating of Support		
Level of Selectivity	Low	Medium	High
High	0.0%	29.0%	71.0%
Moderate	5.7%	55.4%	38.9%
Low	8.9%	57.8%	33.3%

$p < .01$

Table 85

Perceived Institutional Support by Seminar Type (*N* = 738)

	Rating of Support		
Seminar Type	Low	Medium	High
Extended orientation	7.4%	59.6%	33.0%
Academic (common content)	3.2%	53.2%	43.6%
Academic (variable content)	3.2%	29.0%	67.8%
Professional	5.0%	50.0%	45.0%
Basic study skills	7.7%	57.7%	34.6%

$p < .01$

Table 86

Longevity of the First-Year Seminar Across All Institutions (*N* = 711)

	Institutions Reporting	
Length of Time Offered	Number	Percentage
Under 5 years	268	37.7
6 – 10 years	211	29.7
11 – 15 years	125	17.6
16 – 20 years	61	8.6
Over 20 years	46	6.4

impossible to report on the impact of the first-year seminar, with any sense of confidence, based on these survey responses alone. Second, the wording of the question may discourage the reporting of evaluation efforts that fail to show gains, or significant gains, in the target areas identified by the survey. On the 2000 survey, respondents indicated that formal program evaluations attributed the following to the first-year seminar: (a) student satisfaction with the course/instructor, (b) increased persistence to sophomore year, (c) student satisfaction with institutions, (d) increased content knowledge or other improved academic abilities, (e) increased use of campus services, (f) increased number of friendships among first-year seminar classmates, (g) improved grade point average, (h) increased level of student participation in campus activities, (i) increased out-of-class interaction with faculty, (j) increased persistence to graduation, and (k) increased levels of campus involvement.

Summary of Key Characteristics of First-Year Seminars

Below is a list of characteristics of first-year seminars based on results of the first-year seminar. These characteristics reflect all responses and do not account for variations related to institution type or affiliation, level of undergraduate enrollment, institutional selectivity, or type of seminar.

- Nearly 74% of institutions responding to the 2000 survey offer some type of first-year seminar. The extended orientation seminar is the most common type.
- The seminar is a required course for first-year students on many campuses. When the seminar is not required for all students, institutions may require special populations of students to enroll in a first-year seminar. For example, academically underprepared students are required to take the seminar on many campuses.
- Common goals for seminars typically include developing academic skills, easing the transition to college, and providing an orientation to campus resources. Course content often mirrors these goals, and the most commonly reported topics include academic skills, time management, personal exploration, transition to college, and career exploration.
- Class size tends to be small, with nearly half of all respondents indicating that section enrollment is limited to 20 students or less.
- Most seminars are letter-graded and are offered for academic credit that counts toward graduation requirements. Most frequently, credit for the seminar is applied as an elective credit. While seminars are offered

for a range of academic credit, nearly half are offered for one quarter or semester hour.

- Faculty members, followed by student affairs professionals, are the most frequent instructors of the seminar. While faculty members frequently teach the seminar as part of their regular load, administrators are more likely to teach the course as an extra responsibility. Most institutions offer additional compensation when the course is taught as an overload or as an extra responsibility.
- Training for instructors is commonly linked to the first-year seminar. Most institutions offer some type of training, and nearly half require instructors to participate in it.
- First-year seminars find their homes throughout their respective institutions. Most have a seminar director, but less than one third of seminar programs have full-time course directors.
- The average age of the first-year seminar on American campuses is 10 years.

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Chapter 4

Program Examples

Jessica L. Mercer

While the study of the prevalent characteristics of first-year seminars illustrated until this point is certainly valuable, some of the most interesting information about these courses comes from a closer analysis of specific seminars. In the previous chapter, this monograph quantitatively compared the various structural elements of the first-year seminar. This chapter will present descriptions of exemplary first-year seminars in each category, as well as a brief narration of other seminars with one or more unique characteristics.

Extended Orientation Seminar: Iowa State University

Iowa State University is a public institution of moderate selectivity located in Ames, Iowa. Iowa State enrolls approximately 21,000 undergraduate students; 5,200 are first-year students. The 24-year-old seminar is required for honors students and is a one credit hour, pass/fail course linked with a learning community. HON 121 is taught by a team of two undergraduate honors students who receive 20 hours of training over five days. These student leaders receive course credit the first time they teach and receive pay if teaching for a second year. Section enrollment is limited to 12 students. Instructors are given a detailed syllabus containing the requirements and detailed descriptions of each class session but are left leeway for additional activities.

Common curriculum across sections includes museum and art gallery tours and discussions and an overnight retreat for students, student leaders, and honors faculty and staff. Throughout the semester, students tour a different campus facility each class period, and if appropriate, use the facility. For example, a tour of the campus recreation center may include a wallyball match against another HON 121 section, or a trip to the ISU stables may provide information about the equestrian team and allow the class to go horseback riding. Other class activities may include tours of classmates' residence hall rooms, providing a view of many of the housing options on campus, or students may participate in an artistic project at the Union Workspace, such as pottery. Honors students are also required to write an educational statement for the degree program.

Academic Seminar with Common Content Across Sections: Columbia College

Columbia College is a private, moderately selective liberal arts college in Columbia, South Carolina. There are approximately 1100 undergraduate students enrolled; 350 are first-year and transfer students. Liberal Arts 101: The Power of Ideas is a required program that carries three credits applied toward core requirements and is letter graded. Faculty teach a maximum of 25 students in a section.

Liberal Arts 101 "explores the power and excitement of ideas from the four main branches of liberal learning: fine arts, humanities, social sciences, and natural sciences." The interconnectedness of the branches is stressed through readings with "historical, cultural, and gender diversity." The goals for the course embody this liberal learning focus, and include

1. Developing an understanding of the power and excitement of ideas
2. Developing an appreciation for the liberal arts through an understanding of distinct modes of inquiry of the various branches of liberal learning
3. Becoming acquainted with the essential role each branch of liberal learning plays in a comprehensive understanding of the world
4. Developing an understanding of the interconnectedness of the branches of liberal learning
5. Developing the capacity for creative, critical, and analytical thought
6. Developing the ability to ask relevant moral and ethical questions
7. Becoming acquainted with knowledge and skills for lifelong learning and continuing personal development
8. Developing the ability for effective written and oral communication
9. Becoming skilled in the basic use of technology

These goals are fulfilled through class themes divided among the four branches of liberal learning and an interdisciplinary idea:

1. Social Sciences: "Personality"
2. Fine Arts: "Creativity"
3. Natural Science: "Natural Selection"
4. Humanities: "Individualism"
5. Interdisciplinary Idea: "Human activity in the environment has consequences"

To supplement classroom learning, students are required to participate in three co-curricular activities (e.g., concerts, films, plays, and discussions) and e-mail a report to the instructor. Three annotated bibliographies incorporate writing instruction into the seminar. The third annotated bibliography requires five citations based on an interdisciplinary theme, and the students present it orally.

Academic Seminars on Various Topics: Seattle Pacific University

Seattle Pacific University is a private, moderately selective, liberal arts institution in Seattle, Washington. Seattle Pacific enrolls 2,500 undergraduate students; 600 are first-year students.

Designed by the faculty, University Seminar is a letter graded, five-credit course that makes up one third of the quarter's course load. It is the first of three courses that compose the common curriculum required of all students. Faculty teach the course to no more than 20 students per section and also serve as the academic advisor for the students in their class. All instructors are required to attend a three-day training program in order to teach.

During the summer, students receive a booklet containing descriptions of the University Seminar courses offered and are asked to bring a list of their top seven choices to early registration and advisement. Examples of topics include:

Advertising and Pop Culture
Aliens and Others: What Does It Mean to Be Human?
Beyond Barriers: Changed Lives
Brazil: A Journey of Self-Discovery
The Call of the Wild: An Exploration of Wilderness Through Art and Spirituality
Christian Teacher/Secular Society: Conflict or Challenge?
The Computer: The Machine That Changed the World
Engineering and Technology: Shaping the Matter and Mind of Society
Fashion in History: The Naked Truth
Fire, Forks, and French Fries: Food Through the Ages
From Page to Stage
God and Politics in the Shadowlands
The Hollywood Star System
The Meaning of Life
Moving Experiences
Music and Mystery
Other People, Other Faiths
Physician, Heal Thyself: Ethics and Medicine
Piety and Power: Campaigns and Elections in the New Millennium
The Power of One: Community Service
The Quest for True Humanity
Redeeming the Media
Sport: The Movie
Why Does the Good Survive?

Although the topics for each seminar section differ, common requirements for all sections include writing university-level essays, preparing for mid-term and final examinations, listening to and taking notes from lectures, making oral presentations in class, using print and electronic resources in the University library for research, and studying a topic in depth. The common text across all sections is *Narrative of the Life of Frederick Douglass* by Frederick Douglass.

Professional/Discipline-Linked Seminar: Georgia College and State University

Georgia College and State University is a public, moderately selective university located in Milledgeville, Georgia. Four thousand undergraduate students are enrolled, with 785 first-year students. Special sections are provided for students residing in a particular residence hall, students within a specific major, and undecided majors. Faculty and campus professionals, who also serve as the students' advisors, teach the 20-year-old, one-credit course. Graduate students teach the undecided sections. A five-hour training workshop is offered to instructors but is not mandatory. The course may be pass/fail or letter graded according to the department administering the course. Credit is applied to the core requirements.

Student objectives for the course include knowledge of academic expectations for chosen majors, the development of a four-year graduation plan, and the identification of skills for success within the chosen academic program. Although courses vary greatly, many course sections use activities such as participating in roundtable discussions; journal writing; attending and documenting college/community events; interviewing a faculty member; writing a letter to one's self about expectations; participating in Table Talk (lunch discussions with professors); attending a Web CT Technology workshop; and creating a graduation plan, resume, and study plan. The common text is *The Scalpel and The Silver Bear* by Lori Arviso Alvord.

Basic Study Skills Seminar: Camden County College

Camden County College is a public, two-year institution located in Blackwood, New Jersey. Camden County enrolls 12,000 students, 3,000 of those being first-year students. Administered jointly by Academic and Student Affairs, the 14-year-old course is taught by adjunct faculty and student affairs professionals. Class size is limited to 21 students and is required of all academically underprepared students. Although the class does not receive credit towards graduation, students do receive two letter-graded credits. Instructors are required to attend two days of training.

Topics covered in the course include college resources, basic reading, mathematics, test-taking, note-taking, and presentation skills, as well as Internet information gathering techniques. A portfolio project is used to create a map of how the student will complete college with a step-by-step plan to graduation. The project entails collecting a list of required courses, possible financial aid, student support services, syllabi from required courses, and interviews with prospective professors. The portfolio is presented in class at the end of the semester.

Learning outcomes for the course include:

1. Describing the sequence of courses necessary for the student to complete his/her college goal
2. Describing the financial arrangements necessary for the student to complete college
3. Describing the resources the college offers to help and support students
4. Mastering basic reading skills
5. Mastering basic mathematics skills
6. Mastering test-taking skills
7. Mastering note-taking skills
8. Mastering Internet information gathering techniques
9. Mastering presentation skills

Other Seminars with Unique Characteristics

Auburn University. Lab Projects—Instructors of The Auburn Experience class ask students to complete a weekly lab project designed to offer opportunity for personal growth and involvement. Projects require documentation of such things as attendance at lectures, concerts, sporting events, service activities, academic events, and student organization meetings, or completion of interest inventories and similar tools at their career center.

Bethany College. The Bethany Seminar—Bethany College focuses its seminar on the establishment of a connection between students, the college, and the region. Topics focus on the town, region, and the ethnic and artistic heritage of the community.

Bryn Mawr College. Academic Seminars—The college seminars required of students at Bryn Mawr College are taught by a team of three faculty members, drawn from several disciplines, on various topics. The spirit of the program is to take an interdisciplinary approach to introducing students to fundamental, long-standing problems and questions to which no single answer is absolutely true.

Creighton University. On the Web—Creighton students use a Freshman Seminar web site that was created through WebCT. The site gives students the opportunity to interact with a CD or video over the summer before arriving on campus.

East Carolina University. Using Counselor Education Graduate Students—At East Carolina University, students meet individually at least three times during the semester with graduate students in the counselor education program concerning designated topics.

Holyoke Community College. STRIVE Learning Group—Holyoke Community College links an English and a sociology course with its college success course. It also offers a community-service learning option with the link.

Louisburg College. CROSSROADS Experience—Eighty students at Louisburg College form eight groups of 10 and are selected to represent a microcosm of the entering class. These 80 students complete a three-credit, year-long course called CROSSROADS. Two facilitators guide each group through one hour of class per week, covering topics such as study skills, time management, and decision making. Students also participate in service-learning and cultural, intramural, and common meal activities one to two hours each week. Each group chooses a service-learning project they are responsible for completing by the end of the academic year.

Maryville College. Freshman Year Experience—Maryville College requires its students to complete an integrated and sequenced set of courses to help them develop basic communication skills and quantitative and critical-thinking skills. The experience includes four classes: Introduction to Maryville College, Perspectives on the Individual, Perspectives on the Environment, and Perspectives on the American Community. Additionally, they offer Transfer Orientation and International Student Seminar.

Millsaps College. Introduction to Liberal Studies—Millsaps College requires all first-year students to enroll in Liberal Studies 1000, a theme-oriented seminar incorporating the humanities, the sciences, and business leadership. The instructor, peers, and a team of faculty evaluate writing portfolios generated in class.

The Pennsylvania State University at Erie. Business Enterprise—The Pennsylvania State University at Erie School of Business has a mandatory course in which the students create their own business, providing an in-depth view of each major in the School of Business and how they fit together.

Pine Manor College. Portfolio Learning Seminar—Pine Manor College requires all first-year students to enroll in a two-year portfolio seminar. Emphasis is placed on helping students establish learning goals, assessing strengths and weaknesses with regard to these goals, and developing strategies to achieve them.

Princeton University. First-Year Seminars in the Residential Colleges—Princeton University offers 65 seminar sections, each one linked to a residential college. Students are asked to indicate their top two choices and write a brief application essay explaining why they chose that seminar and how it relates to their interests.

St. Andrews Presbyterian College. Self-paced Seminar—Students at St. Andrews Presbyterian College are allowed to move at their own pace through exercises certifying their mastery of course skills. Students write a mid-term self-assessment in which they critique their time management, study skills, and learning style as reflected in their mid-term grades.

Simon's Rock College of Bard. Writing Workshop—In addition to the academic seminar with uniform content offered at Simon's Rock College of Bard, a weeklong writing and thinking workshop is offered.

University of California, Los Angeles. General Education Clusters—The University of California, Los Angeles offers General Education Clusters that span three quarters and are based on themes such as The Global Environment; Interracial Dynamics in American Culture, Society, and Literature; The History of Modern Thought; The United States, 1963-74: Politics, Society and Culture; and Perception and Illusion: Cognitive Psychology, Literature, and Art.

Upper Iowa University. Wellness Model—The college seminar course at Upper Iowa University is based on a wellness-model with 10 components: social, intellectual, physical, occupational, emotional, ethical, moral, cultural, environmental, and financial. One aspect of the social component, for example, is to encourage students to participate in existing UIU traditions and to create new ones. To do this, the class may be asked to prepare an entry for the Homecoming Parade.

Wellesley College. First-Year Experience Cluster—Wellesley College offers a First-Year Experience Cluster titled "Spiritual Journey as Education." This cluster "engages the question of how intellectual, moral, and spiritual education may inspire, complement, and enhance each other," and offers a holistic approach to education.

Whittier College. Wilderness Writing—Whittier College requires a writing intensive course with a variety of individual course topics. The section Wilderness Writing focuses on American authors who have spent much time writing about their experiences living in the wilderness. Texts included are written by Jon Krakauer, Henry David Thoreau, and T. C. Boyle. In order to give the students their own experience to write about, the class participates in an overnight camping and hiking trip.

Chapter 5

Reflections and Recommendations

Tracy L. Skipper

This chapter reflects on some of the findings from the 2000 survey and identifies trends across the first five administrations of the survey. It concludes with some recommendations on how campuses might structure first-year seminar programs.

Some Reflections on General Findings

Chapter 3 provides an overview of survey results and ends with a summary of key characteristics of the first-year seminar based upon those results. The results have been presented largely without explanation or elaboration. While by no means exhaustive, the following items attempt to situate selected findings of the 2000 survey within a larger context.

- Nearly 74% of American campuses offer a first-year seminar. These findings are consistent with those of a recent study by the Policy Center on the First Year of College (2000).

- Seminar classes are usually small. Nearly half of all seminars limit class size to 20 students or fewer; nearly 90% limit enrollment to no more than 30 students per section. Class size is extremely important, particularly on campuses where the seminar is offered as part of a retention program aimed at first-year students. Not only does small class size foster connections among students and between the instructor and students, but it also creates an environment more conducive to active learning pedagogies. Peer connections and active learning make important contributions to students' academic and social integration—key factors influencing students' decisions about departure (Tinto, 1993).

- It is not surprising that four-year institutions are nearly twice as likely as two-year institutions to offer a special section of the seminar for transfer students, because of their function as receiving institutions. While students move in and out of two-year institutions, concerns about retention of transfer students may be more pronounced at four-year institutions. A special section of the seminar may respond to specific issues related to transfer attrition at four-year institutions.

- Where special sections of the seminar exist for transfer students, they are most frequently extended orientation seminars. Two of the top three goals for the extended orientation seminar are easing the transition to college and introduction to campus resources. Transfer students may already have made the adjustment to the academic culture of higher education, but like all new students they will need some assistance learning the specific institutional culture and the resources available to them. The extended orientation seminar may be well-suited to meet these specific needs.

- Faculty members are used most frequently as instructors for the first-year seminar at institutions of all selectivity levels, but institutions of moderate and low selectivity are more likely to report using student affairs professionals as seminar instructors than are highly selective institutions. This may be a function of the tendency of highly selective institutions to offer academic seminars (more than 75%) more frequently than other seminar types. Student affairs professionals are less likely to teach an academic content seminar, especially if the topic is discipline-specific.

Longitudinal Comparison of Results

Since 1994, more than 70% of the number of institutions surveyed reported offering first-year seminars, with the 2000 survey results showing a slight increase over those reported in 1997 (Table 1). The prevalence of first-year seminars in the United States has also been established by the Policy Center on the First Year of College (2000), which found in a recent study that nearly 74% of colleges and universities offer a seminar.

Table 2 presents a longitudinal comparison of certain variables across national surveys performed in 1988, 1991, 1994, 1997, and 2000. Many structural features of first-year seminars have stayed more or less the same over this 12-year period. The variables exhibiting the most change are "grade seminar with letter grade" and "program longevity."

Table 1

Longitudinal Comparison of Institutions Offering A First-Year Seminar

	Survey Year				
Institutions Offering a First-Year Seminar	1988 (*N* = 1,699)	1991 (*N* = 1,064)	1994 (*N* = 1,003)	1997 (*N* = 1,336)	2000 (*N* = 1,013)
Number	1,163	695	720	939	748
Percentage	68.5%	65.4%	71.8%	70.3%	73.9%

Table 2

Longitudinal Comparison of Survey Results

	Survey Year				
	1988	1991	1994	1997	2000
Percentage of Institutions Which	(*N* = 1,163)	(*N* = 695)	(*N* = 720)	(*N* = 939)	(*N* = 748)
Classify seminar type as					
Extended orientation	——	71.0%	72.2%	68.7%	62.1%
Academic (common content)	——	12.1%	11.3%	10.5%	16.7%
Academic (variable content)	——	7.0%	7.8%	9.7%	12.8%
Basic study skills	——	6.0%	5.0%	5.7%	3.6%
Professional	——	1.4%	1.3%	2.7%	2.7%
Other	——	3.8%	3.8%	2.7%	2.1%
Limit seminar size to 25 students	45.9%*	68.1%	59.8%	68.4%	47.5%*
Grade seminar with letter grade	61.9%	68.1%	75.4%	76.6%	81.7%
Require seminar of all first-year students	43.5%	45.0%	42.8%	46.9%	49.7%
Offer academic credit for seminar	82.2%	85.6%	86.1%	87.8%	90.0%
Offer seminar for one semester/quarter hour credit	41.4%**	44.8%**	50.2%	54.1%	46.8%
Apply seminar credits as					
Core Requirement	——	19.4%	18.9%	19.8%	22.0%
General Education	——	28.7%	26.4%	27.1%	34.7%
Elective	——	45.4%	49.8%	45.6%	42.8%
Major Requirement	——	2.4%	1.5%	3.1%	4.8%
Other	——	4.1%	3.4%	4.4%	6.0%
Provide seminar instruction using					
Faculty	——	84.5%	85.0%	87.0%	88.9%
Student Affairs Professionals	——	50.8%	54.2%	60.4%	53.9%
Other Campus Administrators	——	34.1%	36.9%	41.0%	37.2%
Undergraduate Students	——	8.1%	8.6%	9.0%	10.0%
Graduate Students	——	4.2%	5.8%	6.0%	4.9%
Other	——	10.2%	9.2%	5.0%	3.3%

Key: —— Question not on survey or not posed in same manner

* Seminar limited to fewer than 20 students

** 1 semester hour only

Table 2. (cont.)

	Survey Year				
	1988	1991	1994	1997	2000
Percentage of Institutions Which	(*N* = 1,163)	(*N* = 695)	(*N* = 720)	(*N* = 939)	(*N* = 748)
Use seminar instructors to advise their seminar students	——	——	——	——	20.1%
Assign teaching of seminar as					
Regular load for faculty	——	51.9%	53.2%	55.4%	57.8%
Overload for faculty	——	36.5%	38.2%	42.8%	40.1%
Regular load for administrators	——	25.2%	28.2%	25.7%	24.8%
Extra responsibility for administrators	——	31.7%	29.4%	36.2%	34.8%
Offer training for instructors	——	71.4%	70.8%	75.9%	77.2%
Require training for instructors	——	46.7%	48.2%	49.6%	49.4%
Report following goals for seminar (rank order)					
Develop essential academic skills	——	(1)	(1)	(2)	(1)
Provide orientation to campus	——	(2)	(2)	(3)	(3)
Ease transition to campus	——	(3)	(3)	(1)	(2)
Report following course topics (rank order)					
Academic Skills	——	(1)	(1)	(1)	(1)
Time Management	——	(2)	(2)	(2)	(2)
Campus Resources	——	(3)	(3)	(3)	(6)
Wellness	——	(4)	(6)	(5)	(9)
Relationship Issues	——	(5)	(8)	(10)	(15)
Linkage to learning community	——	——	17.2%	14.1%	25.1%
Report program longevity as					
2 years or less	30.1%	23.8%	22.4%	16.7%	11.7%
5 years or less	64.6%	59.5%	52.3%	40.8%	49.4%
10 years or less	——	81.4%	80.9%	72.3%	79.1%
Report institutional support as					
High	——	64.9%	56.2%	55.9%	39.9%***
Low	——	7.5%	11.3%	11.7%	6.4%***

Key: —— Question not on survey or not posed in same manner

*** Response categories changed from five-point to three-point Likert scale on 2000 survey.

Reflections on How the Seminar May Be Changing

The number of seminars remained relatively stable since 1994, however the types of seminars being offered have changed. Although extended orientation seminars remain the most common type of seminar offered, since 1994 the percentage of extended orientation and basic study skills seminars reported has steadily decreased, while the number of academic seminars offered has increased.

The seminar may be becoming more "academic." Developing academic skills has consistently ranked as one of the top two goals for the seminar and has been highlighted as the most important course topic since first asked in 1991. Conversely, topics related to orientation or other "non-academic" issues have steadily fallen out of the top five most important course topics identified by respondents.

Nearly all seminars are offered for academic credit, and the percentage receiving a letter grade has increased from 61.9% in 1988 to 81.7% in 2000, the largest percentage change of any variable examined by the survey to date. While the typical seminar is still offered as an elective, the percentage has been slowly decreasing, suggesting that seminars may be becoming more central to the academic missions of some institutions or programs. A slight increase has been seen in the number of courses designated as "core" courses, suggesting they are required of all students and perceived to be central to the institution's curriculum. Seminars applied as credit toward the major have experienced a similar increase. Despite these encouraging changes, nearly one half of all first-year seminars are offered for only one semester/quarter hour of credit.

High percentages of respondents (more than 70%) reported offering training for first-year seminar instructors since the question was first asked on the 1991 survey; the percentage of respondents who report that training is offered has increased from 71.4% to 77.2% since that time. The high percentage of institutions offering instructor training may speak to a recognition of the unique nature of the first-year seminar. Extended orientation seminars often address sensitive topics and campus issues about which faculty may have little prior knowledge. As their involvement as instructors has increased so may their perceived need for training around these issues. The increase in the number of academic seminars offered may also have an impact on the number of seminar programs providing training. For example, academic seminars with common content are often interdisciplinary courses that focus on a single theme from a variety of perspectives. These courses are generally designed by a faculty team, and anecdotal evidence indicates that faculty become involved in training designed to help them teach an interdisciplinary course.

A question was added to the 1994 survey to determine the extent that campuses link or cluster the first-year seminar with other courses (i.e., a "learning community" approach); 17.2% of respondents reported linking the seminar to other courses on that survey. In 1997, the number of respondents dipped slightly to 14.1%. One quarter of institutions reported such linkages in 2000. Tying the seminar to other courses may also be an indication of its increasing "academic" nature.

Earlier surveys found the first-year seminar to be a recent addition on many campuses, with one quarter being less than two years old in 1994, but the continued ratings of high support and the increasing installation of seminars in academic divisions suggest that seminars may become standard fixtures on American college campuses.

Recommendations

Though supported, as noted above, the majority of first-year seminars receive only one hour of credit. This low level of credit may send the message to first-year students and to other campus constituents that the course is of little value, or certainly, of less value than other courses a student will take while enrolled in college. While any credit is better than no credit, seminar directors should examine the academic rigor of their courses and the time required of students both in and out of class and make commensurate adjustments in the amount of credit awarded.

The seminar appears to provide a valuable link between career exploration and academic advising. Past surveys have revealed that one third of seminar programs had at least some seminar instructors serving as academic advisors for students in their courses. In 2000, one fifth of programs had all seminar instructors serving in this dual capacity. Now that career exploration has moved into the top five of the most frequently reported course goals in 1994 and has remained there since that time, this connection may be an important one to maximize. The most logical connection is to have the instructor serve as the academic advisor for the students enrolled in his/her seminar class. For larger institutions, where such an arrangement may be logistically impossible, activities focusing on major and career exploration can be incorporated into course content. Students can use these activities as a springboard for discussion with advisors who may not be connected to the seminar in a formal way. With special sections of the first-year seminar offered for undecided students, the first-year seminar may go a long way to helping them find their career path.

Peer involvement in the course remains low despite the increasing involvement of undergraduate students in a variety of support roles on campuses (Ender & Kay, 2001). Having peers teach one another is one strategy faculty members employ to increase student engagement in the learning process (Pascarella & Terenzini, 1991), and research suggests that students who act as peer teachers do experience gains in cognition and intrinsic motivation. Peers have an important impact on development and values formation in students and on first-year students' involvement in and adjustment to college, and peers may be more effective in delivering certain messages to their fellow students than are faculty or administrators. Given the acknowledged goals of first-year seminar programs, involving upper-class students in the first-year seminar as co-teachers is a valuable resource that more institutions should explore—one that is likely to benefit both the peer teacher and the first-year student enormously.

Involvement in the first-year seminar has proven to be a powerful faculty development tool (Barefoot, 1993; Barefoot et al., 1998; Fidler, Neururer-Rotholz, & Richardson, 1999; Wanca-Thibault, Shepherd, & Staley, 2002). Undoubtedly, one of the reasons for changes in approach to instruction and attitudes toward students is the close connection between faculty training opportunities and the first-year seminar. The percentage of respondents who indicate that instructor training is offered or required of first-year seminar instructors has remained steady. That nearly three quarters of programs offer some training and that one half require it is encouraging. Given the potential benefits of training programs for instructors and their students, program directors should consider requiring such training of all seminar instructors. Moreover, institutions should look to those training programs already in place as valuable faculty development tools for those not already involved in the seminar program.

Nearly one quarter of first-year seminars reported linking the seminar to another course or including it in a learning community structure. Such linkages provide opportunities for students to apply the content of the first-year seminar in other courses (and vice versa) and increase the relevancy of the seminar. For example, self-reflection and a focus on individual growth and development are common topics for first-year seminars. Such themes are easily adopted in first-year composition courses, which are typically flexible in terms of "content." Moreover, students produce better writing when the topics are personally relevant or when the topic allows them to assume the role of the expert. Career exploration, values clarification, and the experience of transition are topics in first-year seminars that easily meet these criteria. In addition to incorporating the first-year seminar into learning community structures, institutions should explore other curricular structures (e.g., service-learning, Supplemental Instruction) that increase student academic engagement and how these might be connected to the first-year seminar program.

The increasing longevity of first-year seminars is encouraging, but new and established programs will be asked to justify their existence by demonstrating their centrality to institutional mission and positive impact on student learning and retention. Moreover, decisions about program evolution need to be based on evidence provided through formal evaluation processes rather than anecdotal evidence. All seminar programs should have in place an ongoing process for evaluating the program and assessing student learning and other outcomes related to seminar goals. Further, these evaluation and assessment procedures should be based on sound methodological principals, so that outcomes can be reported and used with greater confidence.

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Appendix A

Survey Instrument

2000 National Survey of First-Year Seminar Programming
National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina, Columbia, South Carolina 29208

Name of Institution ______________________________

City ____________________ State ________ Zip Code ____________

Your Name ____________________ Title ____________________

Department Address ______________________________

Telephone ____________________ E-mail ____________________

1. What is the approximate undergraduate enrollment (head count) at your institution? __________

2. What is the approximate size of the first-year class at your institution? __________

3. Does your institution (including any department or division) offer one or more first-year seminar-type courses? _____ yes _____ no

(If yes, please attach a current sample syllabus or course description with the returned survey.)

4. If **no,** do you plan to offer such a course in the future? _____ yes _____ no If yes, when? __________

IF YOUR INSTITUTION DOES NOT CURRENTLY OFFER A FIRST-YEAR SEMINAR-TYPE COURSE, PLEASE DISREGARD REMAINING QUESTIONS, AND RETURN SURVEY IN THE ENVELOPE PROVIDED. THANK YOU FOR YOUR RESPONSE.

* * * * *

IF YOUR INSTITUTION CURRENTLY OFFERS A FIRST-YEAR SEMINAR-TYPE COURSE, PLEASE COMPLETE THE REMAINING SURVEY QUESTIONS.

5. Check each discrete type of first-year seminar (a, b, c, d, e, or f) that exists on your campus.

a. _____ **Extended orientation seminar.** Sometimes called freshman orientation, college survival, or student success course. May be taught by faculty, administrators, and/or student affairs professionals. Content will likely include introduction to campus resources, time management, study skills, career planning, cultural diversity, and student development issues.

b. _____ **Academic seminar with generally uniform academic content across sections.** May either be an elective or a required course, sometimes interdisciplinary or theme oriented, sometimes part of a required general education core. Primary focus is on academic theme but will often include academic skills components such as critical thinking and expository writing.

c. _____ **Academic seminars on various topics.** Specific topics vary from section to section, may evolve from any discipline, or may include societal issues such as biological and chemical warfare, urban culture, animal research, and environmental issues.

d. _____ **Professional or discipline-linked seminar.** Generally taught within professional schools or specific disciplines such as engineering, health sciences, business, or education. Designed to prepare students for the demands of the major and the profession.

e. _____ **Basic study skills seminar.** Generally offered for academically underprepared students. Will focus on basic academic skills such as grammar, note-taking, and reading texts, etc.

f. _____ **Other** (Please describe in detail.)

____

____

____

Please note:

IF YOU HAVE CHECKED MORE THAN ONE FIRST-YEAR SEMINAR TYPE, SELECT THE SEMINAR (a, b, c, d, e, or f) WITH THE **HIGHEST TOTAL STUDENT ENROLLMENT** AND ANSWER SURVEY QUESTIONS FOR THAT SEMINAR ONLY.

6. I am answering the remaining questions for seminar: ____a ____b ____c ____d ____e ____f

7. In your opinion, what are three primary course objectives of this first-year seminar?

____

____

____

8. If your seminar has a common curriculum across sections, what, in your opinion, are the most important topics that comprise the content of the first-year seminar? **(List up to 5 topics.)**

____

____

____

____

____

9. Please provide titles and authors of books or other reading materials that are currently required either prior to (i.e., summer readings) or during the first-year seminar.

____

____

____

10. Please list up to three instructional activities implemented in the first-year seminar that you consider to be **innovative or especially successful.**

____

____

____

11. What is the total enrollment for the first-year seminar program (all class sections)? ____________

12. What is the maximum number of students allowed to enroll in each first-year seminar section?
____

13. Who teaches the first-year seminar? **(Check all that apply.)**

a. _____ Faculty
b. _____ Student affairs professionals
c. _____ Other campus professionals (Please identify.) ____________________
d. _____ Undergraduate students
e. _____ Graduate students
f. _____ Other (Please identify.) ____________________________

14. Is the course team taught? _____ yes _____ no

15. If yes, who comprises the team? ______________________________

16. Are all first-year students assigned to sections of the first-year seminar in which the students' academic advisors serve as instructors? _____ yes _____ no

17. How is the first-year seminar graded? _____ pass/fail _____ letter grade

18. What college, school, department, or unit administers the first-year seminar? ____________

19. Is there a director/coordinator of the first-year seminar? _____ yes _____ no

20. If you answered yes to the previous question, is this a:

_____ full-time position (approximately 40 hours per week); or,
_____ less than full-time position?

21. Has a formal program evaluation been conducted that attributes any of the following to the first-year seminar? **(Check all that apply.)**

a. _____ increased content knowledge or other improved academic abilities
b. _____ student satisfaction with course/instructor
c. _____ student satisfaction with the institution
d. _____ increased persistence to sophomore year
e. _____ increased persistence to graduation
f. _____ improved grade point average
g. _____ increased use of campus services
h. _____ increased level of student participation in campus activities

i. _____ increased out-of-class interaction with faculty
j. _____ increased number of friendships among first-year seminar classmates
k. _____ increased levels of campus involvement
l. _____ other (Please describe.) ______________________________

(If written results of your research are available, please enclose them with the returne survey.)

22. Administratively, how is teaching the first-year seminar configured for workload? **(Check all that apply.)**

a. _____ as part of a faculty member's regular teaching load
b. _____ as an overload course for faculty
c. _____ as one of the assigned responsibilities for administrator/staff seminar instructors
d. _____ as an extra responsibility for administrator/staff seminar instructors
e. _____ other (Please describe.) ______________________________

23. If taught as an overload or extra responsibility, is financial or other compensation offered for teaching a first-year seminar? _____ yes _____ no

24. Is instructor training offered for first-year seminar instructors? _____ yes _____ no

25. Is instructor training required for first-year seminar instructors? _____ yes _____ no

26. If instructor training is offered, over what length of time does it occur? ______________________ (e.g., few hours, one day, two days, five days)

27. How long has the first-year seminar been offered on your campus? ______ years

28. What first-year students are required to take the first-year seminar? _____ all _____ some _____ none

29. If you answered "some" to the previous question, which first-year students (by category) are required to take the first-year seminar?

a. _____ Academically underprepared students
b. _____ Student-athletes
c. _____ Undecided students
d. _____ Students in specific majors
e. _____ Ethnic minority students
f. _____ Learning community participants
g. _____ Honors students
h. _____ Other ____________________

30. Are different sections of the first-year seminar offered for any of the following unique sub-populations of students? Check all that apply.

a. _____ Non-traditional aged students
b. _____ Ethnic minority students
c. _____ Commuting students
d. _____ Student-athletes
e. _____ Students with disabilities
f. _____ International students
g. _____ Students residing within a particular residence hall
h. _____ Learning community participants
i. _____ Academically underprepared students
j. _____ Students within a specific major
k. _____ Honors students
l. _____ Undecided students
m. _____Other (Please identify.) ______________

31. Over what length of time is the first-year seminar offered?

_____ one semester _____ one quarter _____ other (Please specify.) ____________________

32. Does the first-year seminar carry academic credit that counts toward graduation? _____ yes
_____ no

33. If yes, how many hours/credits does the first-year seminar carry?

a. _____ one
b. _____ two
c. _____ three
d. _____ four
e. _____ five
f. _____ more than five

34. How many total classroom contact hours (clock hours) comprise
the entire first-year seminar course? __________ contact hours per student

35. If the first-year seminar carries academic credit, how does such credit apply?

a. _____ toward core requirements
b. _____ toward general education requirements
c. _____ as an elective
d. _____ toward major requirements
e. _____ other (Please describe.)

36. Is the first-year seminar linked or clustered with other courses (i.e., a "learning community" approach)?

_____ yes _____ no

(If a written description of your learning community is available, please enclose with this survey.)

37. Have special sections of the first-year seminar been created for transfer students new to your campus?

_____ yes _____ no

38. What do you believe to be the level of overall campus support (from students, faculty, staff, administration) for the first-year seminar?

_____ low _____ moderate _____ high

Thank you for your response.
Please mark which, if any, of the following items you are enclosing.

_____ syllabus/course description _____ research results _____ learning community description

A written report of the results will be available in Fall 2000. For more information, call or write the National Resource Center for The First-Year Experience & Students in Transition, 1629 Pendleton Street, Columbia, SC 29208. Phone: 803-777-6225, FAX: 803-777-4699. E-Mail: carriew@gwm.sc.edu

Appendix B

Colleges and Universities Reporting First-Year Seminars—2000

Abilene Christian University	Abilene	TX
Adams State College	Alamosa	CO
Aiken Technical College	Aiken	SC
Alabama State University	Montgomery	AL
Alamance Community College	Graham	NC
Albertus Magnus College	New Haven	CT
Albright College	Reading	PA
Alexandria Technical College	Alexandria	MN
Alfred University	Alfred	NY
Alice Lloyd College	Pippa Passes	KY
Allegheny College	Meadville	PA
Allen College	Waterloo	IA
Allen University	Columbia	SC
Alvin Community College	Alvin	TX
Amarillo College	Amarillo	TX
America Academy of Dramatic Arts	New York	NY
American Institute of Business	Des Moines	IA
Amherst College	Amherst	MA
Anderson College	Anderson	SC
Angelina College	Lufkin	TX
Angelo State University	San Angelo	TX
Anne Arundel Community College	Arnold	MD
Anoka-Hennepin Technical College	Anoka	MN
Antelope Valley College	Lancaster	CA
Appalachian State University	Boone	NC
Aquinas College	Grand Rapids	MI

Arizona State University	West Phoenix	AZ
Arkansas State University, Beebe	Beebe	AR
Art Center College of Design	Pasadena	CA
Asbury College	Wilmore	KY
Ashland University	Ashland	OH
Asnuntuck Community - Technical College	Enfield	CT
Atlanta Metropolitan College	Atlanta	GA
Auburn University	Auburn	AL
Auburn University at Montgomery	Montgomery	AL
Augusta State University	Augusta	GA
Augusta Technical Institute	Augusta	GA
Austin College	Sherman	TX
Averett College	Danville	VA
Avila College	Kansas City	MO
Bainbridge College	Bainbridge	GA
Baker College of Owosso	Owosso	MI
Baltimore City Community College	Baltimore	MD
Baltimore International College	Baltimore	MD
Bard College	Annandale-On-Hudson	NY
Barry University	Miami Shores	FL
Barstow College	Barstow	CA
Barton County Community College	Great Bend	KS
Bates College	Lewiston	ME
Baylor University	Waco	TX
Beaufort County Community College	Washington	NC
Beaver College	Glenside	PA
Bellarmine College	Louisville	KY
Bellin College of Nursing	Green Bay	WI
Belmont Abbey College	Belmont	NC
Belmont University	Nashville	TN
Beloit College	Beloit	WI
Benedictine University	Lisle	IL
Berry College	Mount Berry	GA
Bethany College	Bethany	WV
Bethany College	Lindsborg	KS
Bethany Lutheran College	Mankato	MN

Bethel College	North Newton	KS
Bethel College	Mishawaka	IN
Bethel College	McKenzie	TN
Big Bend Community College	Moses Lake	WA
Birmingham-Southern College	Birmingham	AL
Bismark State College	Bismark	ND
Black River Technical College	Pocahantas	AR
Blackburn College	Carlinville	IL
Bladen Community College	Dublin	NC
Blinn College	Brenham	TX
Bloomfield College	Bloomfield	NJ
Bloomsburg University of Pennsylvania	Bloomsburg	PA
Bluefield State College	Bluefield	WV
Bluffton College	Bluffton	OH
Bowdoin College	Brunswick	ME
Bradley University	Peoria	IL
Brazosport College	Lake Jackson	TX
Brenau University	Gainesville	GA
Brescia University	Owensboro	KY
Brewton-Parker College	Mt. Vernon	GA
Bridgewater College	Bridgewater	VA
Bridgewater State College	Bridgewater	MA
Brigham Young University	Provo	UT
Bristol Community College	Fall River	MA
Bronx Community College, CUNY	Bronx	NY
Brookhaven College	Farmers Branch	TX
Broome Community College	Binghampton	NY
Bryant College	Smithfield	RI
Bryn Mawr College	Bryn Mawr	PA
Bucknell University	Lewisburg	PA
Buena Vista University	Storm Lake	IA
Cabrini College	Radnor	PA
Caldwell Community College & Technical Institute	Hudson	NC
Calhoun Community College	Decatur	AL
California Baptist University	Riverside	CA
California Maritime Academy	Vallejo	CA

California State University, Bakersfield	Bakersfield	CA
California State University, Chico	Chico	CA
California State University, Dominguez Hills	Carson	CA
California State University, Fresno	Fresno	CA
California State University, Fullerton	Fullerton	CA
California State University, Long Beach	Long Beach	CA
California State University, Los Angeles	Los Angeles	CA
California State University, San Marcos	San Marcos	CA
California University of Pennsylvania	California	PA
Calumet College of St. Joseph	Whiting	IN
Camden County College	Blackwood	NJ
Cameron University	Lawton	OK
Campbellsville University	Campbellsville	KY
Cape Cod Community College	West Barnstable	MA
Cape Fear Community College	Wilmington	NC
Capital University	Columbus	OH
Carl Albert State College	Poteau	OK
Carleton College	Northfield	MN
Carnegie Mellon University	Pittsburgh	PA
Carolinas College of Health Sciences	Charlotte	NC
Carroll College-Columbia College of Nursing	Milwaukee	WI
Carroll Community College	Westminster	MD
Carson-Newman College	Jefferson City	TN
Carthage College	Kenosha	WI
Case Western Reserve University	Cleveland	OH
Castleton State College	Castleton	VT
Catawba Valley Community College	Hickory	NC
Cedar Crest College	Allentown	PA
Centenary College of Louisiana	Shreveport	LA
Central Baptist College	Conway	AR
Central College	Pella	IA
Central Connecticut State Univeresity	New Britain	CT
Central Methodist College	Fayette	MO
Central Michigan University	Mount Pleasant	MI
Central Ohio Technical College	Newark	OH
Central Piedmont Community College	Charlotte	NC

Central State University	Wilberforce	OH
Central Virginia Community College	Lynchburg	VA
Central Washington University	Ellensburg	WA
Centre College	Danville	KY
Century College	White Bear Lake	MN
Cerro Coso Community College	Ridgecrest	CA
Chadron State College	Chadron	NE
Chapman University	Orange	CA
Charleston Southern University	Charleston	SC
Charter Oak State College	New Britain	CT
Chattahoochee Technical Institute	Marietta	GA
Chesapeake College	Wye Mills	MD
Chestnut Hill College	Philadelphia	PA
Cheyney University of Pennsylvania	Cheyney	PA
Chowan College	Murfreesboro	NC
Chrisitan Brothers University	Memphis	TN
Christendom College	Front Royal	VA
Christopher Newport University	Newport News	VA
Cincinnati Bible College & Seminary	Cincinnati	OH
The City College of New York	New York	NY
City University	Bellevue	WA
Clackamas Community College	Oregon City	OR
Claflin University	Orangeburg	SC
Clarendon College	Clarendon	TX
Clarion University of Pennsylvania	Clarion	PA
Clark Atlanta University	Atlanta	GA
Clarkson University	Potsdam	NY
Clatsop Community College	Astoria	OR
Clear Creek Baptist Bible College	Pineville	KY
Clearwater Christian College	Clearwater	FL
Clemson University	Clemson	SC
Cleveland Institute of Art	Cleveland	OH
Clover Park Technical College	Lakewood	WA
Coastal Carolina Community College	Jacksonville	NC
Coffeyville Community College	Coffeyville	KS
Colby Community College	Colby	KS

Colegio Universitario del Este	Carolina	PR
Colgate University	Hamilton	NY
College Misericordia	Dallas	PA
College of Charleston	Charleston	SC
College of DuPage	Glen Ellyn	IL
College of Lake County	Grayslake	IL
College of Micronesia-FSM	Kolonia	FM
College of Saint Elizabeth	Morristown	NJ
College of Saint Rose	Albany	NY
College of Saint Scholastica	Duluth	MN
College of the Southwest	Hobbs	NM
The College of West Virginia	Beckley	WV
The College of William and Mary	Williamsburg	VA
College of Wooster	Wooster	OH
Colorado Christian University	Lakewood	CO
Colorado College	Colorado Springs	CO
Colorado School of Mines	Golden	CO
Colorado State University	Fort Collins	CO
Columbia Basin College	Pasco	WA
Columbia College	Columbia	MO
Columbia College	Columbia	SC
Columbia College	Sonora	CA
Columbia - Greene Community College	Hudson	NY
Columbia State Community College	Columbia	TN
The Community College of Baltimore County	Baltimore	MD
Community College of Denver	Denver	CO
Community College of Philadelphia	Philadelphia	PA
Community College of Southern Nevada	Las Vegas	NV
Community College of Vermont	Waterbury	VT
Compton Community College	Compton	CA
Concord College	Athens	WV
Concordia University	Seward	NE
Concordia University	River Forest	IL
Concordia University at Austin	Austin	TX
Concordia University	Irvine	CA
Concordia University, St Paul	St Paul	MN

Concordia University Wisconsin	Mequon	WI
Connecticut College	New London	CT
Copiah-Lincoln Community College	Wesson	MS
Cornerstone University	Grand Rapids	MI
Covenant College	Lookout Mountain	GA
Craven Community College	New Bern	NC
Creighton University	Omaha	NE
Crowley's Ridge College	Paragold	AR
Crown College	St. Bonifacius	MN
Culver-Stockton College	Canton	MO
Cuyahoga Community College, Metro Campus	Cleveland	OH
Dalton State College	Dalton	GA
Dana College	Blair	NE
Daniel Webster College	Nashua	NH
Dartmouth College	Hanover	NH
Darton College	Albany	GA
Davidson County Community College	Lexington	NC
Davis & Elkins College	Elkins	WV
DeKalb Technical Institute	Clarkston	GA
Del Mar College	Corpus Christi	TX
Delaware State University	Dover	DE
Delgado Community College	New Orleans	LA
DePauw University	Greencastle	IN
Dickinson State University	Dickinson	ND
Dominican University	River Forest	IL
Dominican University of California	San Rajael	CA
Don Bosco Technical Institute	Rosemead	CA
Donnelly College	Kansas City	KS
Drake University	Des Moines	IA
Drury University	Springfield	MO
Duquesne University	Pittsburgh	PA
Dutchess Community College	Poughkeepsie	NY
Dyersburg State Community College	Dyersburg	TN
East Carolina University	Greenville	NC
East Central University	Ada	OK
East Los Angeles College	Monterey Park	CA

East Texas Baptist University	Marshall	TX
Eastern Idaho Technical College	Idaho Falls	ID
Eastern Illinois University	Charleston	IL
Eastern Maine Technical College	Bangor	ME
Eastern Mennonite University	Harrisonburg	VA
Eastern Michigan University	Ypsilanti	MI
Eastern Nazarene College	Quincy	MA
Eastern Shore Community College	Melfa	VA
Eckerd College	St. Petersburg	FL
Edgewood College	Madison	WI
Edison State Community College	Piqua	OH
Elaine P. Nunez Community College	Chalmette	LA
Elmira College	Elmira	NY
Emmanuel College	Franklin Springs	GA
Erskine College	Due West	SC
Evangel University	Springfield	MO
Faith Baptist Bible College and Seminary	Ankeny	IA
Fayetteville State University	Fayetteville	NC
Ferris State University	Big Rapids	MI
Ferrum College	Ferrum	VA
The University of Findlay	Findlay	OH
Finlandia University	Hancock	MI
Fitchburg State College	Fitchburg	MA
Flagler College	St. Augustine	FL
Flathead Valley Community College	Kalispell	MT
Florence-Darlington Technical College	Florence	SC
Florida A&M University	Tallahassee	FL
Florida Atlantic University	Boca Raton	FL
Florida Institute of Technology	Melbourne	FL
Florida International University	Miami	FL
Florida Memorial College	Miami	FL
Florida State University	Tallahassee	FL
Floyd College	Rome	GA
Fontbonne College	St. Louis	MO
Forsyth Technical Community College	Winston-Salem	NC
Fort Hays State University	Hays	KS

Fort Lewis College	Durango	CO
Fort Peck Community College	Poplar	MT
Framingham State College	Framingham	MA
Francis Marion University	Florence	SC
Franciscan University of Steubenville	Steubenville	OH
Franklin & Marshall College	Lancaster	PA
Franklin Pierce College	Rindge	NH
Free Will Baptist Bible College	Nashville	TN
Fullerton College	Fullerton	CA
Furman University	Greenville	SC
Gadsden State Community College	Gadsden	AL
Gainesville College	Gainesville	GA
Gardner-Webb University	Boiling Springs	NC
Garland County Community College	Hot Springs National Park	AR
Garrett Community College	McHenry	MD
Genesee Community College	Batavia	NY
Georgetown College	Georgetown	KY
Georgetown University	Washington	DC
Georgia Baptist College of Nursing	Atlanta	GA
Georgia College & State University	Milledgeville	GA
Georgia Southern University	Statesboro	GA
Georgia Southwestern State University	Americus	GA
Georgia State University	Atlanta	GA
Georgian Court College	Lakewood	NJ
Gettysburg College	Gettysburg	PA
Glendale Community College	Glendale	CA
Gonzaga University	Spokane	WA
Goshen College	Goshen	IN
Goucher College	Baltimore	MD
Governors State University	University Park	IL
Grace College	Winona Lake	IN
Graceland University	Lamoni	IA
Grambling State University	Grambling	LA
Grand Valley State University	Allendale	MI
Great Basin College	Elko	NV
Green Mountain College	Poultney	VT

Greensboro College	Greensboro	NC
Greenville College	Greenville	IL
Grinnell College	Grinnell	IA
Guilford College	Greensboro	NC
Guilford Technical Community College	Jamestown	NC
Gulf Coast Community College	Panama City	FL
Gustaves Adolphus College	Saint Peter	MN
Gwinnett Technical College	Lawrenceville	GA
Gwynedd-Mercy College	Gwynedd Valley	PA
Hagerstown Community College	Hagerstown	MD
Halifax Community College	Weldon	NC
Hampden-Sydney College	Hampden-Sydney	VA
Hannibal-LaGrange College	Hannibal	MO
Harcum College	Bryn Mawr	PA
Hartnell College	Salinas	CA
Harvard University	Cambridge	MA
Hastings College	Hastings	NE
Haverford College	Haverford	PA
Heald College, School of Business & Technology	Roseville	CA
Heartland Community College	Bloomington	IL
Hellenic College/Holy Cross School of Theology	Brookline	MA
Henderson State University	Arkadelphia	AR
Hennepin Technical College	Brooklyn Park	MN
Henry Cogswell College	Everett	WA
Henry Ford Community College	Dearnborn	MI
Hibbing Community College	Hibbing	MN
High Point University	High Point	NC
Highline Community College	Des Moines	WA
Hill College	Hillsboro	TX
Hillsdale Free Will Baptist College	Moore	OK
Hiram College	Hiram	OH
Hofstra University	Hempstead	NY
Hollins University	Roanoke	VA
Holy Cross College	Notre Dame	IN
Holy Family College	Philidelphia	PA
Holyoke Community College	Holyoke	MA

Hope College	Holland	MI
Horry-Georgetown Technical College	Conway	SC
Houghton College	Houghton	NY
Houston Baptist University	Houston	TX
Howard Payne University	Brownwood	TX
Hudson County Community College	Jersey City	NJ
Hudson Valley Community College	Troy	NY
Humacao Community College	Humacao	PR
Humboldt State University	Arcata	CA
Huston-Tillotson College	Austin	TX
Hutchinson Community College	Hutchinson	KS
Idaho State University	Pocatello	ID
Illinois Central College	East Peoria	IL
Illinois State Univeresity	Normal	IL
Illinois Wesleyan University	Bloomington	IL
Indian Hills Community College	Ottumwa	IA
Indian River Community College	Fort Pierce	FL
Indiana State University	Terre Haute	IN
Indiana University East	Richmond	IN
Indiana University Kokomo	Kokomo	IN
Indiana University Northwest	Gary	IN
Indiana University South Bend	South Bend	IN
Indiana University Southeast	New Albany	IN
Inter American Univ. of Puerto Rico, San German	San German	PR
Inter American Univ. of Puerto Rico, Aguadilla	Aguadilla	PR
Inter American Univ. of Puerto Rico, Guayama	Guayama	PR
Iona College	New Rochelle	NY
Iowa State University	Ames	IA
Iowa Valley Community College District	Marshalltown	IA
Iowa Wesleyan College	Mount Pleasant	IA
Isothermal Community College	Spindale	NC
Itawamba Community College	Fulton	MS
Ithaca College	Ithaca	NY
Ivy Tech State College, Lafayette	Lafayette	IN
Ivy Tech State College, Central Indiana	Indianapolis	IN
Ivy Tech State College, East Central	Muncie	IN

Ivy Tech State College, Northcentral	South Bend	IN
Jackson State Community College	Jackson	TN
James Madison University	Harrisonburg	VA
Jamestown College	Jamestown	ND
Jefferson Community College	Steubenville	OH
John A. Logan College	Carterville	IL
John Carroll University	University Heights	OH
John Wood Community College	Quincy	IL
Johnson & Wales University	Charleston	SC
Johnson Bible College	Knoxville	TN
Johnson C. Smith University	Charlotte	NC
Johnston Community College	Smithfield	NC
Joliet Junior College	Joliet	IL
The Julliard School	New York City	NY
Juniata College	Huntingdon	PA
Kalamazoo Valley Community College	Kalamazoo	MI
Kansas City Kansas Community College	Kansas City	KS
Kansas State University	Manhattan	KS
Kapiolani Community College	Honolulu	HI
Kean University	Union	NJ
Kendall College	Evanston	IL
Kent State University	Kent	OH
Kent State University, East Liverpool	East Liverpool	OH
Kent State University, Geauga	Burton	OH
Kentucky Christian College	Grayson	KY
Kentucky Wesleyan College	Owensboro	KY
Kettering College of Medical Arts	Kettering	OH
Keystone College	La Plume	PA
Kilgore College	Kilgore	TX
King's College	Wilkes-Barre	PA
Kingsborough Community College, CUNY	Brooklyn	NY
La Roche College	Pittsburgh	PA
Labette Community College	Parsons	KS
Lac Courte Orielles Ojibwa Community College	Hayward	WI
Lafayette College	Easton	PA
LaGrange College	LaGrange	GA

Lake Area Technical Institute	Watertown	SD
Lake City Community College	Lake City	FL
Lake Forest College	Lake Forest	IL
Lake Land College	Mattoon	IL
Lake Michigan College	Benton Harbor	MI
Lake Region State College	Devils Lake	ND
Lake Superior College	Duluth	MN
Lake Tahoe Community College	S. Lake Tahoe	CA
Lakeland College	Sheboygan	WI
Lakeshore Technical College	Cleveland	WI
Lamar State College, Orange	Orange	TX
Lancaster Bible College	Lancaster	PA
Lander University	Greenwood	SC
Langston University	Langston	OK
Laramie County Community College	Cheyenne	WY
Lasell College	Newton	MA
Lawrence University	Appleton	WI
Lee College	Baytown	TX
Lehigh Carbon Community College	Schnecksville	PA
Lesley University	Cambridge	MA
Lewis & Clark College	Portland	OR
Lewis University	Romeoville	IL
Lexington Community College	Lexington	KY
Liberty University	Lynchburg	VA
Life University	Marietta	GA
Lincoln University	Lincoln University	PA
Lindenwood University	St. Charles	MO
Lindsey Wilson College	Columbia	KY
Linn State Technical College	Linn	MO
Lipscomb University	Nashville	TN
Lon Morris College	Jacksonville	TX
Long Beach City Community College	Long Beach	CA
Long Island University, Southampton College	Southampton	NY
Los Angeles College of Chiropractic	Whittier	CA
Los Angeles Harbor College	Wilmington	CA
Louisburg College	Louisburg	NC

Louisiana State University	Baton Rouge	LA
Louisiana State University in Shreveport	Shreveport	LA
Louisiana Tech University	Ruston	LA
Lourdes College	Sylvania	OH
Lower Columbia College	Longview	WA
Loyola College in Maryland	Baltimore	MD
Loyola University of New Orleans	New Orleans	LA
Lycoming College	Williamsport	PA
Lyme Academic of Fine Arts	Old Lyme	CT
Macalester College	St. Paul	MN
MacCormac College	Chicago	IL
Macomb Community College	Warren	MI
Macon State College	Macon	GA
Madison Area Tech College	Madison	WI
Madonna University	Livonia	MI
Maine College of Art	Portland	ME
Malcolm X College, City Colleges of Chicago	Chicago	IL
Manatee Community College	Bradenton	FL
Manchester College	North Manchester	IN
Manchester Community - Technical College	Manchester	CT
Maranatha Baptist Bible College	Watertown	WI
Marist College	Poughkeepsie	NY
Marquette University	Milwaukee	WI
Marshall University	Huntingtion	WV
Martin Luther College	New Ulm	MN
Martin Methodist College	Pulaski	TN
Mary Baldwin College	Staunton	VA
Mary Washington College	Fredericksburg	VA
Marycrest International University	Davenport	IA
Marymount College	Tarrytown	NY
Marymount University	Arlington	VA
Maryville College	Maryville	TN
Massachusetts Bay Community College	Wellesley	MA
Massachusetts College of Art	Boston	MA
Massachusetts College of Pharmacy & Health Sciences	Boston	MA

The Master's College & Seminary	Santa Clara	CA
Mayland Community College	Spruce Pine	NC
McLennan Community College	Waco	TX
McMurry University	Abilene	TX
McNeese State University	Lake Charles	LA
McPherson College	McPherson	KS
Medaille College	Buffalo	NY
Mercer County Community College	Trenton	NJ
Merrimack College	North Andover	MA
Mesa Technical College	Tucumcari	NM
Methodist College	Fayetteville	NC
Metropolitan State College of Denver	Denver	CO
Miami University	Oxford	OH
Michigan Technological University	Houghton	MI
Mid-State Technical College	Wisonsin Rapids	WI
MidAmerica Nazarene University	Olathe	KS
Middle Tennesee State University	Murfreesboro	TN
Middlebury College	Middlebury	VT
Middlesex Community College	Bedford	MA
Middlesex County College	Edison	NJ
Midland College	Midland	TX
Midland Lutheran College	Fremont	NE
Mid Michigan Community College	Harrison	MI
Midway College	Midway	KY
Millikin University	Decator	IL
Millsaps College	Jackson	MS
Milwaukee Institute of Art and Design	Milwaukee	WI
Mineral Area College	Park Hills	MO
Minnesota State University, Mankato	Mankato	MN
Minot State University	Minot	ND
Mississippi College	Clinton	MS
Mississippi State University	Mississippi State	MS
Mississippi University for Women	Columbus	MS
Missouri Southern State College	Joplin	MO
Mitchell College	New London	CT
Mitchell Community College	Statesville	NC

Moberly Area Community College	Moberly	MO
Mohawk Valley Community College	Utica	NY
Monroe Community College	Rochester	NY
Monroe County Community College	Monroe	MI
Montana State University, Billings	Billings	MT
Montana State University, Bozeman	Bozeman	MT
Montcalm Community College	Sidney	MI
Montgomery Community College	Troy	NC
Montreat College	Montreat	NC
Montserrat College of Art	Beverly	MA
Moody Bible Institute	Chicago	IL
Moorpark College	Moorpark	CA
Moraine Valley Community College	Palos Hills	IL
Moravian College	Bethlehem	PA
Morehead State University	Morehead	KY
Morningside College	Sioux City	IA
Mount Aloysius College	Cresson	PA
Mount Carmel College of Nursing	Columbus	OH
Mount Holyoke College	South Hadley	MA
Mount Ida College	Newton Centre	MA
Mount Mercy College	Cedar Rapids	IA
Mount Olive College	Mount Olive	NC
Mount Saint Mary's College	Emmitsburg	MD
Mount St. Mary's College and Seminary	Los Angeles	CA
Mount Union College	Alliance	OH
Murray State University	Murray	KY
Muscatine Community College	Muscatine	IA
Muskingum Area Technical College	Zanesville	OH
Nazareth College of Rochester	Rochester	NY
Nebraska Wesleyan University	Lincoln	NE
New College of California	San Francisco	CA
New Jersey Institute of Technology	Newark	NJ
New Mexico Highlands University	Las Vegas	NM
New School University	New York	NY
New World School of the Arts, Miami Dade Community College	Miami	FL

New York City Technical College, CUNY	Brooklyn	NY
New York Institute of Technology	Old Westbury	NY
Newman University	Wichita	KS
Niagara County Community College	Sanborn	NY
Niagra University	Lewiston	NY
Nicholls State University	Thibodaux	LA
North Carolina Central University	Durham	NC
North Carolina Wesleyan College	Rocky Mount	NC
North Florida Community College	Madison	FL
North Georgia College & State University	Dahlonega	GA
North Greenville College	Tigerville	SC
North Idaho College	Coeur d'Alene	ID
North Park University	Chicago	IL
North Seattle Community College	Seattle	WA
North Shore Community College	Danvers	MA
Northeast Iowa Community College	Calmar	IA
Northeast Louisiana University	Monroe	LA
Northeast Mississippi Community College	Booneville	MS
Northeastern State University	Tahlequah	OK
Northeastern Technical College	Cheraw	SC
Northeastern University	Boston	MA
Northern Essex Community College	Haverhill	MA
Northern Kentucky University	Highland Heights	KY
Northern Michigan University	Marquette	MI
Northland College	Ashland	WI
Northwest Arkansas Community College	Bentonville	AR
Northwest Indian College	Bellingham	WA
Northwest Iowa Community College	Sheldon	IA
Northwest Missouri State University	Maryville	MO
Northwest Technical College - Bemidji	Bemidji	MN
Northwest Vista College	San Antonio	TX
Northwest-Shoals Community College	Muscle Shoals	AL
Northwestern College	St. Paul	MN
Northwestern Michigan College	Traverse City	MI
Northwestern Oklahoma State University	Alva	OK
Northwestern State University	Natchitoches	LA

Nyack College	Nyack	NY
Oakland City University	Oakland City	IN
Oakland University	Rochester	MI
Oakton Community College	Des Plaines	IL
Oglala Lakota College	Kyle	SD
Ohio State University Agricultural Technical Institute	Wooster	OH
The Ohio State University at Newark	Newark	OH
Ohio University	Athens	OH
Ohio University, Chillicothe	Chillicothe	OH
Ohio University Eastern	St. Clairsville	OH
Oklahoma City Community College	Oklahoma City	OK
Oklahoma City University	Oklahoma City	OK
Oklahoma State University	Stillwater	OK
Old Dominion University	Norfolk	VA
Olive-Harvey College, City Colleges of Chicago	Chicago	IL
Olivet Nazarene University	Bourbonnais	IL
Oral Roberts University	Tulsa	OK
Orange Coast College	Costa Mesa	CA
Otterbein	Westerville	OH
Ouachita Baptist University	Arkadelphia	AR
Our Lady of Holy Cross College	New Orleans	LA
Pacific Lutheran University	Tacoma	WA
Pacific Northwest College of Art	Portland	OR
Pacific Union College	Angwin	CA
Palm Beach Atlantic College	West Palm Beach	FL
Palomar College	San Marcos	CA
Panola College	Carhage	TX
Park University	Parkville	MO
Parker College of Chiropractic	Dallas	TX
Passaic County Community College	Paterson	NJ
Paul Smith's College of Arts & Sciences	Paul Smiths	NY
Peace College	Raleigh	NC
Pellissippi State	Knoxville	TN
Penn State Altoona	Altoona	PA
Penn State Berks-Lehigh Valley College	Reading	PA

Penn State Capital College	Schuylkill Haven	PA
Penn State DuBois	DuBois	PA
Penn State Erie	Erie	PA
Penn State Mont Alto	Mont Alto	PA
Penn State New Kensington	Upper Burrell	PA
The Pennsylvania State University	University Park	PA
Pensacola Junior College	Pensacola	FL
Piedmont College	Demorest	GA
Pikeville College	Pikeville	KY
Pine Manor College	Chestnut Hill	MA
Pitzer College	Claremont	CA
Pomona College	Claremont	CA
Pontifical Catholic University of Puerto Rico	Ponce	PR
Pontificia Universidad Catolica de Puerto Rico	Mayaguez	PR
Potomac State College of West Virginia University	Keyser	WV
Prairie State College	Chicago Heights	IL
Presbyterian College	Clinton	SC
Princeton University	Princeton	NJ
Principia College	Elsah	IL
Purchase College, SUNY	Purchase	NY
Purdue University Calumet	Hammond	IN
Queen of the Holy Rosary College	Mission San Jose	CA
Queens College, CUNY	Flushing	NY
Quincy College	Quincy	MA
Quincy University	Quincy	IL
Quinebaug Valley Community - Technical College	Danielson	CT
Radford University	Radford	VA
Ramapo College of New Jersey	Mahwah	NJ
Randolph Community College	Asheboro	NC
Ranger College	Ranger	TX
Ranken Technical College	St. Louis	MO
Rappahannock Community College	Glenns	VA
Redlands Community College	El Reno	OK
Rhode Island College	Providence	RI
Rhodes College	Memphis	TN
Rice University	Houston	TX

Richard Bland College	Petersburg	VA
Richard J. Daley College, City Colleges of Chicago	Chicago	IL
Richard Stockton College of New Jersey	Pomona	NJ
Richland College	Dallas	TX
Ricks College	Rexburg	ID
Rider University	Lawrenceville	NJ
Ripon College	Ripon	WI
Riverside Community College	Riverside	CA
Roane State Community College	Harriman	TN
Roanoke Bible College	Elizabeth City	NC
Roanoke Chowan Community College	Ahoskie	NC
Roanoke College	Salem	VA
Robeson Community College	Lumberton	NC
Rochester College	Rochester Hills	MI
Rochester Institute of Technology	Rochester	NY
Rockford College	Rockford	IL
Rose State College	Midwest City	OK
Rose-Hulman Institute of Technology	Terre Haute	IN
Rutgers University, Newark	Newark	NJ
Saddleback College	Mission Viejo	CA
Saint Francis College	Loretto	PA
Saint Francis Medical Center College of Nursing	Peoria	IL
Saint Mary's College	Notre Dame	IN
Saint Mary's University of Minnesota	Winona	MN
Saint Michael's College	Colchester	VT
Saint Peter's College	Jersey City	NJ
Salem College	Winston-Salem	NC
Salem State College	Salem	MA
Salem-Teikyo University	Salem	WV
Salisbury State University	Salisbury	MD
Salve Regina University	Newport	RI
Samuel Merritt College	Oakland	CA
San Antonio College	San Antonio	TX
San Francisco State University	San Francisco	CA
San Francisco Art Institute	San Francisco	CA
San Jose State University	San Jose	CA

San Juan College	Farmington	NM
Santa Clara University	Santa Clara	CA
Santa Fe Community College	Gainesville	FL
Santa Fe Community College	Santa Fe	NM
Sarah Lawrence College	Bronxville	NY
Schoolcraft College	Livonia	MI
Scottsdale Community College	Scottsdale	AZ
Seattle Pacific University	Seattle	WA
Seton Hall University	South Orange	NJ
Shaw University	Raleigh	NC
Shelby State Community College	Memphis	TN
Shepherd College	Shepherdstown	WV
Shippensburg University of Pennsylvania	Shippensburg	PA
Shorter College	Rome	GA
Siena College	Loudonville	NY
Sierra Nevada College	Incline Village	NV
Silver Lake College	Manitowoc	WI
Simon's Rock College of Bard	Great Barrington	MA
Simpson College	Indianola	IA
Sitting Bull College	Fort Yates	ND
Skagit Valley College	Mount Vernon	WA
Skidmore College	Saratoga Springs	NY
Slippery Rock University of Pennsylvania	Slippery Rock	PA
Smith College	Northampton	MA
Solano Community College	Suisun	CA
Sonoma State University	Rohnert Park	CA
South Florida Community College	Avon Park	FL
South Puget Sound Community College	Olympia	WA
Southeast Missouri State University	Cape Girardeau	MO
Southeast Technical Institute	Sioux Falls	SD
Southeastern Community College	Whiteville	NC
Southeastern LA University	Hammond	LA
Southern Connecticut State University	New Haven	CT
Southern Illinois University Edwardsville	Edwardsville	IL
Southern Nazarene University	Bethany	OK
Southern Oregon University	Ashland	OR

Southern Polytechnic State University	Marietta	GA
Southern Wesleyan University	Central	SC
Southern West Virginia Community & Technical College	Mt. Gay	WV
Southwest Tennessee Community College	Memphis	TN
Southwest Texas State University	San Marcos	TX
Southwestern Adventist University	Keene	TX
Southwestern Assemblies of God University	Waxahachie	TX
Southwestern College	Winfield	KS
Southwestern Community College	Creston	IA
Southwestern Illinois College-Belleville Area	Belleville	IL
Southwestern University	Georgetown	TX
Spalding University	Louisville	KY
Spartanburg Methodist College	Spartanburg	SC
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